

The A.T.A. MAGAZINE

OFFICIAL ORGAN OF THE
ALBERTA TEACHERS' ASSOCIATION

VOLUME 25

NO. 6



I also build, but not with steel nor stone,
but with the shadowy bricks of innocence,
and mortar that the heart has made her own,
and what I build has neither roof nor fence
that can deflect,
with limits or an end, the visionary architect.

The Teacher. Humbert Wolfe.



APRIL, 1945

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The A.T.A. Magazine



Official Organ of The Alberta Teachers' Association

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JOHN W. BARNETT, Managing Editor

Imperial Bank Bldg., Edmonton

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Volume 25

APRIL, 1945

Number 6

EDITORIAL

THE ANNUAL GENERAL MEETING

THE Annual General Meeting which was held in the Macdonald Hotel, Edmonton, during Easter week may take its place as something of a landmark in the history of the Association. It was the last large A.G.M. of appointed delegates that will likely ever be held. It approved changes in the Constitution intended to bring the teachers of the province into closer touch with the work of the Central Executive, and give them more direct and intelligent control of the affairs of the Association. It demonstrated the fact that, especially in ordinary circumstances, when no single item of great importance is up for consideration, the business of the meeting can be transacted in general session without recourse to a system of committees which in recent years had largely robbed the A.G.M. of its deliberative function and reduced it to the level of a rubber stamp.

THE chief item of business this year had to do with changes in the Bylaws. The very large majority in favor of the amendments left no doubt as to the general dissatisfaction with the old order of things. It was only in July of last year that it was first decided by the Executive to submit the proposal to the fall meetings of the Locals for their consideration. From the day when the first returns began to come

in it was evident that the membership was ready for a change and that to bring it to pass it was only necessary to carry out the formal procedures laid down in the Bylaws to govern such matters. These first impressions were amply borne out by the final vote of the A.G.M.

The more obvious outward effects of the Bylaw changes will be to reduce considerably the size of the A.G.M., to replace an A.G.M. of appointed delegates with one of elected councillors, and largely to relieve the so-called "district representatives" on the Central Executive of their duties as "representatives" of their respective areas, these duties to be taken over by the councillors in the Locals. The Provincial Executive will now become an essentially provincial and executive body, as its name implies, and the A.G.M. will be an elected legislative body to lay down the general policy of the Association and otherwise give direction to the Central Executive in the matter of carrying on the business and affairs of the Association throughout the year.

THE moot question of the "responsibility" of the Executive to the A.G.M., which seemed to disturb the minds of a number of the delegates, was not directly affected by the amendments. The members of the Executive will continue to be elected directly by the teachers, and to be "responsible" only to the teachers who elect them. As in the past the A.G.M. will exercise no direct constitutional authority over the Executive. In fact, it was not apparent at the meeting that there exists any wide demand for a fundamental change in this regard.

But while it may be legally and constitutionally true that the Executive, under our present Act and Bylaws, is independent of the A.G.M., in a moral and professional sense this is certainly not the case. Our constitution is, after all, built on the general model of British representative and responsible government, and it is beyond question the spirit and intention of *The Teaching Profession Act* and of the Bylaws that have been made thereunder that the Executive should acknowledge responsibility to the A.G.M. for its actions and should hold itself accountable to the A.G.M. for everything it does in the discharge of its Executive functions. This is a moral responsibility on the part of the Executive which stems from the first principles of British constitutional government. Any Executive which refuses to rise to this challenge is not likely to be greatly improved by changes in the written Constitution.

The entire situation should be improved and clarified under the new setup. The Councillors who will constitute the new A.G.M. will be elected in the fall. They will have some months to acquaint themselves with what the Executive is doing, and with the views of the teachers on questions of immediate and vital interest to the membership. It will be a better informed and more intelligently critical A.G.M. that

the Executive will have to face in 1946 than could be the case under the system of merely *ad hoc* delegates we have had in the past. The Councillors will continue to hold office right through till the next fall, and no doubt many of them will be re-elected for another year. This will tend to raise more and more the professional level of the A.G.M. as the years go by. This will certainly not make it any easier for the Executive to "get by" with anything that savors negligence or inefficiency in the discharge of its duties and responsibilities to the Association.

THE abolition of the "Committee" system is also a factor to be reckoned with in this connection. When everything that is said in the A.G.M. is said in general session for everyone to hear, the meeting has shown itself to be quite capable of making up its own mind as to the merits of a given case.

THE hope and belief is that all these changes in the Bylaws and in the A.G.M. procedures will result in an improved Association. It must be remembered that the improvement sought is not just one of outward forms and processes. It is one of professional morale in the provincial teaching staff. The object is to bring every teacher into closer association with his fellow teachers in the vast enterprise of public education in which we are all engaged. One way to do this is to keep the machinery of control as close as possible to the membership. Any tendency to build up an elaborate superstructure of government that would remove the responsibility for making choices and decisions from the teachers themselves and vest it in bodies of officers and officials should be regarded with misgiving. One major purpose in what has just been done is to put as far as possible the individual teachers of the province in the centre of the picture and keep them there. Perhaps more could be done along this line by making other constitutional changes. It is a phase of our Association work that should be kept under constant review.

Dr. C. SANSOM.

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President's Column - - -

Dear Fellow Members:

THE 1945 Annual General Meeting has come and gone; now we can look back on the work done there and evaluate the results. This A.G.M. marks a big forward step in our Association. It was the last A.G.M. in the old sense of the word. With the passage of the amendments to the bylaws we change from our previous meeting of some 300 delegates to a Council of perhaps 150 members who will be elected by the Locals at the beginning of the school year, and who will hold their position throughout the year as Local Councillors. The strong majority (195 for—56 against) by which the amendments passed the convention indicates that the membership as a whole are convinced of the advantages to be gained under the new set-up. One needs only mention some of these: the new organization will make for greater efficiency in transacting business at the A.G.M.; Locals and Sub-locals will be kept in closer and more constant touch with the affairs of the Association through the Councillors than was possible through only the Geographic Representatives; and the smaller numbers will make possible more than one meeting each year should such be found necessary.

Another improvement noted at the recent Annual General Meeting was the almost complete absence of the old committee system of dealing with resolutions and reports. All business was brought to the floor of the A.G.M. and was discussed and dealt with there, giving all delegates the opportunity of sitting in on all that transpired at the convention. Some were doubtful at first that this would work successfully, but as the sessions got under way, they soon realized the advantages of having each and every one participat-

ing in the business at hand. Although the one important item, the amendments to the bylaws, took well over one-half of the time of the A.G.M., all business was disposed of in the allotted time. In future, with a normal agenda and somewhat fewer delegates or Councillors, this method of procedure should work out even more satisfactorily than it did this year, and in addition it will give every Councillor the opportunity of keeping in close touch with everything that is done.

The A.G.M. took a decidedly firmer stand with respect to demands for an improvement in the salary situation. This is a matter which will engage the careful attention of the new Executive Council for the coming year. The Executive also proposes to get under way at an early date further research projects relating to educational problems. Something along these lines has already been started during the past year or two, and it is hoped that the work can be greatly expanded this year. Moreover, the Executive hopes to give greater publicity to this research and to the work of the Association in general.

I would like to take this opportunity of paying tribute to the excellent work done by Dr. Sansom during his two years as President of the Association. He has sacrificed freely his time and effort to Executive matters, and over and above that he has carried on considerable research work. It is not easy to follow in the steps of a man like Dr. Sansom, but I count it a privilege to have been associated with him on the Executive in the past, and to be able to have him continue as a member of the Executive as Past President.

May I also thank the membership for doing me the honor of choosing

me to head the Association for this year. I have always been proud to count myself a member of such an Association as ours, and it is my wish now to devote to it all the service that duty and desire invoke. In this I know that I am ably supported by the other members of the Executive whom you have chosen to administer your affairs for the

coming year. Each and every one of them, I am convinced, is anxious only to further the interests of the Association in the way as to him seems the task can best be done.

To all Locals, Sub-locals, and members, my best wishes for a successful and more prosperous future.

Sincerely Yours,

H. C. MELSNESS.

A GOOD EXAMPLE SET

Teachers deserve well of a nation, for in their hands is the moulding of youthful character. Good teachers are an essential of a healthy, progressive community. It is desirable to pay them well, see that they have a reasonable measure of security, and that the conditions under which they do their work are satisfactory.

The profession as a whole has been underpaid. In fact, in some rural areas in Ontario their pay has been unbelievably low. This was one of the main reasons prompting Premier George Drew to take the Education portfolio himself. He realizes that unless teachers are paid adequately able, young people will not be drawn into the profession.

Accordingly, the Toronto Board of Education on Thursday night did well in raising the salaries of teachers in this city. There are several worthy features in the action taken. In the secondary schools for many years the principle of equal pay for equal work has been accepted. This principle now applies to the public schools also. The increases may appear large to many people, but a breakdown shows that they will not exceed \$200,000 this year, and apparently there will be a further increase of \$200,000 each succeeding year.

Beyond the advantage to the city there will be another and far-reaching one. The lead of Toronto's Board of Education might well be followed by other boards throughout the Province.

Similar steps, if taken right through Ontario, would do a great deal toward improving the lot of the teacher in general. The effect on the professional morale of the teachers when they find that their Board of Education and the community appreciate their contribution should be helpful.

The Provincial Department of Education has an important interest in the action taken, and any similar action by other boards in Ontario, for the Government is contributing 50 per cent of the cost of education. As long as the salary advances are reasonable, as in Toronto, there is no likelihood that there will be anything but support for the school boards from the Ontario Government.

As matters stand at present there are increases in salaries for all the Toronto teachers until they reach the position of secondary school principals. Since many take their posts at a comparatively young age, there are further opportunities in the way of inspectorships, or, to some extent, positions in the Department of Education. A study, however, might well be undertaken of the merit system of increases for those who have reached the top of their profession and can no longer expect further monetary advantages, but who could be induced to expect practical results for expert standing as they did year by year before becoming secondary school principals.—*The Toronto Globe and Mail*. February 19, 1945.

Just *Where* Do We Stand?

By B—Battleaxe

A splendid vista is opened before us by the amalgamation of all teacher-training agencies into the Faculty of Education at the University of Alberta. We contemplate with enthusiasm the building-up of a permanent body of graduate teachers, adequately prepared for their duties whether in the primary grades or in the Senior High School, ambitious in the pursuit of Summer Courses leading to higher qualification and orderly promotion, and proud to stay in a profession enjoying prestige and adequate financial rewards.

And Then We Wake Up

Like the ancient riddle as to the priority of the Hen or the Egg, the question haunts us: How are we going to start this thing? How are we going to get young people of first-class ability to look at this University-training-for-teachers proposition? A few of them will—a few of them every year have gone into the School of Education since its inception. But a few will be neither here nor there in the field of rural education; they will not stay there, but get into the urban schools with the least possible delay. How are we going to get *hundreds* of young people to look with interest at the RURAL SCHOOL as a career in education, and decide that it has possibilities? They will have to be convinced that there is a fighting chance; that after a year's training (or will it be *two* years, presently?) they will be able to go and earn enough, first, to prefer teaching to clerking in town, and second, to save the wherewithal to continue their work at Varsity. The continuity of training right through to a degree is the very essence of the new teacher-

training. Without it we shall have merely shuffled a few instructors around to no useful purpose.

The very crux of the matter to these young people of first class ability is the *early* financial possibilities of teaching. If they look too hard at the long-range possibilities we shall lose them anyway, for a doctor, dentist or lawyer at the bottom of his profession can easily make more than a teacher at the top of his. If the first few years of teaching do provide a financial ladder, these young people with whom we would like to staff our rural schools may be attracted. But if the first few years do not provide a financial ladder, our hopes of attracting young people of first-rate ability in large numbers are dim indeed.

That we are *not* building up a permanent stabilized profession of experienced teachers is notorious. Since January, 1933, no fewer than 4115 certificates and other authorities to teach have been issued in this province, more than enough to replace all the rural teachers in Alberta. In the five years, September 1939 to August, 1944, contributions to our Superannuation Fund were paid by 11,031 different teachers. There are about 5,835 classrooms in the province. According to the Dominion Bureau of Statistics, the median teaching "life" of our one-room rural teachers in 1943 was 4.3 years. From all the evidence it would appear that in the Divisions there are, on the average, 12 or 13 experienced professional teachers, and the rest are on their way in and out.

It is quite clear, therefore, that the present status of teaching as a

career is not such as to build up a competent, experienced teaching personnel.

When we sit down in a spirit of inquiry with an Income Tax schedule and a slide rule handy, we quickly find out the reason. This is what

the general run of rural salaries look like after the Income Tax has been deducted (at the source) and after the investigator has multiplied by $\frac{100}{118}$ to turn the wartime salary into pre-war dollars.

COMPOSITE SALARY SCHEDULE OF TWENTY DIVISIONS
(the first 20 in alphabetical order)

| | Schedule Salary | Less Income Tax * | Cash Salary Current Dollars | Same in Pre-War Dollars | Monthly |
|----------|-----------------|-------------------|-----------------------------|-------------------------|---------|
| 1st Year | 980 | 167 | 813 | 690 | \$57.50 |
| 2nd Year | 1033 | 185 | 848 | 720 | \$60.00 |
| 3rd Year | 1079 | 200 | 879 | 745 | \$62.08 |
| 4th Year | 1135 | 222 | 913 | 774 | \$64.50 |
| 5th Year | 1189 | 241 | 948 | 804 | \$67.00 |

* Fixed and Savings

This is where we wake up from our pipe-dream of a University-trained teaching profession going from strength to strength! Any young person of first-rate ability is capable of appraising the financial aspects of rural teaching. She may not do it quite so meticulously as we have done here, but she will not be far wrong. Think of it. Our educational administrators, our enlightened laymen leading the trustees of the province, our legislators, provincial and federal, have had the destiny of the schools and the teachers in their hands all through these troublous years; and the fruition of their policies is this: **THAT IN HER FIFTH**

YEAR'S SERVICE the teacher receives approximately \$79 as her monthly cheque, worth about \$67 in pre-war money. Not only that, but the Trustees' Association is firm in the opinion that the tax-payers can do nothing about it in the Divisions; and the Legislature—well informed as to the facts—declares that the Province is doing all it can. There is to be no alleviation of the chronic and disgraceful impoverishment of the rural teacher, so far as the Trustees and the Government are concerned.

Well, at least we know where we are..

WILL TIME BRING ALLEVIA-

SALARIES OF RURAL TEACHERS IN ALBERTA 1929 to 1943

| Year | Median Salary | Income Tax | Net Salary | Same in Pre-War Dollars |
|------|---------------|------------|------------|-------------------------|
| 1926 | \$1034 | Nil | \$1034 | \$1034 |
| 1929 | \$1056 | Nil | \$1056 | \$1056 |
| 1933 | \$ 842 | Nil | \$ 842 | \$ 842 |
| 1936 | \$ 731 | Nil | \$ 731 | \$ 731 |
| 1942 | \$ 891 | 15% | \$ 758 | \$ 653 |
| 1943 | \$ 997 | \$170 | \$ 827 | \$ 700 |

TION? "Manana" is a useful word employed in tropical countries to indicate that sometime we will get around to it. Manana has been the official policy in respect of teachers' salaries all over Canada ever since teachers were organized sufficiently to ask for fair consideration. What has this policy of procrastination and buck-passing meant in terms of bread-and-butter for rural teachers?

That is the picture of the rural teachers' status for the past twenty years. Coming to this year of victory 1945, what is the actual cash living earned by an unmarried teacher with *ten years' experience all in the same division*? About \$1358 less \$201 Income Tax (fixed portion only) or \$1157 in war-time dollars; say \$980 in pre-war dollars.

We are not interested in the question whether the teacher should or should not be happy to pay Income Tax to help the war effort, nor in the argument that the Income Tax and the cost of living are not the fault of the Provincial or local authority. The question is: How are we to stop the complete rot of rural education which is taking place before our eyes? How to arrest the utter degradation of teacher-status which the above figures prove? How to establish a basis in economic common sense for the ambitious program of teacher-training which has recently taken form? How to put teachers into schools which have none. *Will the future take care of it?* The shape of future Dominion taxation has already been forecast by responsible Eastern authorities who estimate (on the basis of "New Deal" legislation passed by our Ottawa Government in 1944) a post-war budget of \$2,375,000,000. We need not look for any great alleviation in Income Tax from that quarter. Nor need we look for any sharp deflation in living costs, with food shortages everywhere and billions of

dollars being salted away in War Bonds for post-war spending. All that we can look forward to is the return to Alberta of 80,000 young men and women, many of whom (according to the happy prediction of one of our prominent citizens) will be glad to teach school for \$75 a month. One wonders: Is that the share of Canada that they fought and bled for, or the sort of rehabilitation they have been promised? No, the future will not take care of the rural teacher, any more than the past has done.

It is not without cunning that spokesmen outside of the teaching body have encouraged us to divide our forces on the issue; Higher minimum or higher maximum? The argument is that if long service, added training, and increased responsibilities received greater reward, the young people of first-rate ability would come in despite the low minimum. That argument possibly has validity with respect to urban positions, but it will not solve the central problem of rural education; and until that is solved our profession will be built upon sand. The rural school is the starting job; and for most recruits teaching as a profession must be judged by what the rural school has to offer. If it has little to offer, it will continue to attract the second-rate and lose the first-rate. The profession will continue to be a tadpole with a tiny head and an enormous tail.

It is therefore essential that this Association refuse to be split on the Maximum-or-Minimum issue. We must see the salary problem as one.

It is therefore suggested that our A.T.A. take up at once its responsibility for bringing to a head the chronic question of rural teaching salaries, and give earnest consideration to forms of action which may be devised.

Attention: All Negotiating Committees

IMPORTANT SALARY RESOLUTION PASSED AT THE ANNUAL GENERAL MEETING

BE IT RESOLVED: That the Alberta Teachers' Association in Convention assembled is clearly and firmly convinced that unless and until the scale of salaries for teachers in the Province of Alberta is very substantially raised, the Board of Teacher Education and Certification will be unable to effect any considerable improvement in the program of professional education for teachers, and

That this Association demands a basic schedule of salaries for teachers in the Province, such schedule to provide for basic minimum salaries and also for annual increments for experience and other increments for special qualifications, and

That this Association is convinced that if such schedule is to be made effective, the Government of the Province should assume responsibility of providing by way of special grants the means by which the annual and special increments can be financed, wholly or in part, and

That as an example of the type of schedule the Association has in mind, the Association gives its endorsement to a schedule embodying the following principles:

1. That the statutory minimum salaries for teachers in the Province of Alberta be:
 - A. \$1000 per annum for those with less than one full year of training. (War Emergency Certificate.)
 - B. \$1200 per annum for those having one full year of training.
 - C. \$1500 per annum for those having two full years of training.
 - D. \$1800 per annum for those having three full years of training.
 - E. \$2100 per annum for those having four full years of training.
2. That full credit on a salary schedule for past experience with the same or other School Boards be provided for up to a maximum of ten years.
3. That there be statutory increments on the salary schedule for a period of not less than ten years.
4. That the statutory minima provided for in the resolution be set up without prejudice to the efforts of any negotiating committee in the Province to improve the schedule or to negotiate with School Boards for larger salaries for Principalships, supervisory services, special teachers or any type of service entailing heavier responsibilities than regular classroom work.

FURTHER BE IT RESOLVED: That any such schedule negotiated in line with this resolution shall not prejudice the rights of any teacher at present in the employ of any School Board in this Province, and

That the Executive be urged to take immediate steps to convince the public by research and publicity of the needs for increased grants for education.

THE PRESIDENT'S ANNUAL REPORT

Delivered to the Annual General Meeting, 1945

THE date set for the official taking over of the Edmonton and Calgary Normal Schools by the Faculty of Education is April 1st, 1945. Subject to general control by the Department of Education and the specific recommendations of the Board of Teacher Education and Certification, the entire pre-service and in-service training of teachers will after that date be a University function. The Normal School staffs will merge in the Faculty of Education, and the teachers-in-training will become university students. Thus will be consummated an integrative movement in teacher education which has been under consideration for a good many years. And once more Alberta steps into the lead in what we hope will turn out to be a matter of cardinal importance for education.

But it must not be taken as a foregone conclusion that this transfer will in itself alone make any great improvement in the status of education in this province. Unless it is accompanied by other reforms, namely financial, it is more than likely to turn out to be just a change in organization or very little more. For example, so long as the initial salary a rural teacher can command justifies only a three months' course in training, the University will have to provide for this abbreviated training, just as the Normal Schools are now compelled to do. After all, the schools have to be staffed with teachers, and short preparation is better than none at all. And why should young people embark on a two or three or four years' course of training for rural teaching to enter into direct salary competition with those who have had but one year's prepa-

ration? A few will do so at first, no doubt, using the rural schools as stepping stones, and looking forward to high school positions, where higher salaries are assured. But what will happen when the supply of high school teachers equals or exceeds the demand? Can we count on some sort of university magic to hold students then for longer than the minimum requirements? I can hardly believe so. By and large those taking the longer courses will be limited in number to those who are able to command proportionately higher salaries, and this is precisely the same old system we have always had. A rose by any other name would smell no sweeter.

To implement the new system and make it function for better rural schools something more is necessary than a mere shifting upward of a single statutory minimum, however important this in itself may be at the present time. What is shifted upward can be shifted downward again, and inflationary and deflationary economic periods follow one another like the crests and troughs of the waves of the sea. There must be not just one minimum but a graduated series of minima based on years of training; one minimum for one year, a higher minimum for two years, and still higher minima for three or four years. Students entering the Faculty of Education to prepare for teaching must be assured in advance that their salaries even in one-room rural schools will be proportionate to the length and expense of their initial training then if a series of annual increments are set up on each of the minima, teachers on extending their education could automatically shift over to the cor-

responding positions on the higher scales.

Some such system as I have outlined might be regarded as a provincial salary schedule, if we have in mind only one-room rural schools. It might even take in village and small town schools with suitable bonus provisions for principalships and other special classes of teachers. Such a large part of the cost, especially of the increments, would have to be met by the government, that it would become a provincial schedule almost automatically. Obviously other scales would have to be set up, just as now, in the cities and larger towns, based on the cost of living and other considerations.

To bring about this situation would call for some fundamental changes in our point of view regarding rural education. For one thing rural teaching must come to be regarded as a provincial and not a rural function. Farming and teaching are two such different ways of life they have little in common, economically at any rate. The farmer lives partly at times largely, on a produce economy; the teacher must live entirely on a money economy. It was not uncommon in days past for rural folk to complain that a teacher even on the old "eight-forty" minimum saw more real cash in a year than the best-to-do farmer in the locality. What would be the situation of a college graduate of ten years' experience getting \$2,400 a year in such an area? Yet this must be envisioned as the fruition of the new university setup for teacher-training. And why not? Are not rural children entitled to the best there is in education?

I am perpetually astonished at the apparent apathy and indifference of rural people along these lines. We are essentially an agricultural province, and the farmers through the legislature have great influence directly or

indirectly in the counsels of government. But they do not seem to be overly anxious to use their influence in behalf of their children's education. There was, in fact, a genuine farmers' government in this province for fourteen years. What was done by those successive legislatures by way of statutory improvements in rural education? This is, of course, a matter of record. That is to say, if it is not a matter of *no* record at all.

But by whatever names the government is known agrarian influence is strong in the Alberta Legislature. Why does it not pull its weight in the cause of rural education? It is true that various rural groups are interested: They pass resolutions and take them to the Government. The Alberta Trustees' Association passes many such resolutions, another passes them along to the Government. So do the U.F.A. and the U.F.W.A., no doubt, and the A.F.U. as well. The Alberta Teachers' Association has been known to do this also. But the Government can't do much about it. After all the Government is just another committee. It has neither money nor power in its own right. It is the Legislature that votes supplies and taxes people. Why don't all these groups get together and descend on the legislative members severally and collectively and ask for a showdown on this whole question of rural education? There is always another election coming up. Sometimes it looks to me as if the Government is used as a sort of cushion to protect the Legislature.

These remarks must not be taken to mean that I am indifferent to the many important things that have been done for rural education in Alberta in recent years. The increases in the provincial grants for education just this year and last amount to more than a million dollars. And

many other improvements have been made not directly involving money. Yet all these things can only be regarded as the first steps in the direction of putting well-educated and carefully-trained teachers in charge of comfortable and well-equipped rural schools, community schools, and diversified high schools such as are called for in a modernized system of rural education.

To the question as to whether Alberta can really afford all this I believe that the answer is; yes! This province is probably the third richest in Canada on a per capita basis. The productivity of Alberta is enormous. Alberta has plenty of wealth to educate her children much better than at present if she really wants to do so.

Our Province could become the best educated and the most enlightened and progressive rural community in the world. The only thing lacking is the vision. We have the

wealth, both actual and potential. We have the climate, a stimulating climate that is still not so rigorous as to be a drain on our vitality. We have the people, a diversified group that is sure to blend into a strong and vigorous population. There is probably no community anywhere where improved education would pay better dividends than rural Alberta. The new university plan for teacher education is designed to provide the leadership. But it still remains for the citizens to get the vision and provide the wherewithal.

Respectfully submitted,
C. SANSOM.

If I can stop one heart from breaking,
I shall not live in vain;
If I can ease one life the aching,
Or cool one pain,
Or help one fainting robin
Unto his nest again,
I shall not live in vain.

—Emily Dickinson.

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Report of the General Secretary for the Association Year 1944-45

Organization

This year has been a particularly difficult one as was the case last year. Due largely to the late opening of the schools, all too often the Secretary-Treasurers of School Boards evidently found they were too busy to furnish a list of teachers in their schools, giving their respective names and addresses. Many of the lists supplied were of little value because they simply listed the names and proposed location of the teachers without giving the Post Office address. This matter of building up an accurate mailing list of teachers is the most burdensome problem with which the office staff must contend. *The Teaching Profession Act* requires each and every teacher who changes his school or has his salary changed, if only to the extent of the increments normally added under the schedule, to report to the General Secretary of the Association. Past experience has shown, particularly during this abnormal period of change of teachers, that to address a magazine to a teacher who was at any particular school the previous year is poor business. When this was done, hundreds of magazines were returned with the annotation, "Address not known." Cases may be cited where right up to the end of the year, neither the school principal (in the town and village schools), nor the Secretary-Treasurer (some in divisions) could be induced to send along the staff list; neither did the individual teachers notify us. The first result that confronts us is a complaint from a teacher that, "My magazine is not reaching me, although my fees have been paid." Which, of course, is quite true; but what can the office do if the fees

and list of names of payees have not been forwarded? It would be very difficult, therefore, to state at any particular time during the year just how many members there are in the Association; however, it is possible to give the number of teachers resigned as members at the time of sending out the ballots—5541 (including 76 life members). During the year, one new charter has been issued—Edmonton Intermediate Local Number 67. There are now 63 chartered Locals.

Sub-Locals

Owing possibly to the fact that there are such frequent changes of teachers and so many schools not operating, there seems to be a distinct retrogression in the activities of Sub-locals. Their number has declined significantly. We had reported last year 97 Sub-locals; this compares unfavorably with an all-time high of 241. One might surmise, with a measure of sound reasoning, that possibly the Executive of Locals are doing most of the business, rather than the rank and file participating. Just as long as this condition prevails, it is hardly to be expected that the rank and file will feel any challenge to participate in A.T.A. affairs. It is suggested that there should be some party or parties in each and every Local on whose shoulders will be placed the responsibility of developing interest in meetings of the rank and file by and through Sub-locals. This is the fundamental principle involved in the proposed reorganization scheme, and the matter is placed before this Annual General Meeting for consideration and decision.

Research

The Grade X Survey Tests project
The A.T.A. Magazine

is being continued, and the testing program for public school pupils, as recommended at the last Annual General Meeting, is under way. The material for the latter is being prepared and much assistance has been given by teachers on the Edmonton and Calgary Public School staffs, working under the direction of President Sansom.

Easter Week

It is noted that *The Operation of Schools (War) Act* is being repealed by Order-in-Council and that Easter Week is reinstated as a statutory holiday. Schools this year will close for the midsummer vacation on July 6th and re-open for the fall term on September 10th. Whether the corresponding dates will apply other years is not definitely known. This indirectly involves also the matter of Fall Conventions and a committee of the A.T.A. Executive is in contact with the Department considering the question of reverting to group conventions supported by prominent guest speakers making a provincial itinerary.

Pensions

A report will be delivered by the Board of Administrators at this Annual General Meeting, part of which report deals with the following important matters:

(a) The proposed pension scheme approved at the last Annual General Meeting.

(b) A requirement for all School Boards, including Divisional School Boards, to contribute one-half per cent of the teaching staff's salaries to the Retirement Fund.

Zone Meetings and the Trustees' Association

In view of happenings throughout the year and the resolution passed at the last Annual General Meeting, this matter should be discussed freely at this Annual General Meet-

ing in the light of what transpired in certain zones.

Re Relations With Trustees

It is reported with satisfaction that relations between the Trustees' Association and the Alberta Teachers' Association are steadily improving. At the request of the Trustees' Association, conferences were held between the officials of both organizations and a Contact Committee was appointed—three trustees and three teachers—to maintain touch each with the other. The trustees appointed Henry Spencer, President, A. G. Andrews, Secretary-Treasurer, and Rudolph Hennig, Vice-President, to represent the Trustees' Association and the A.T.A. appointees were President Sansom, Joe Sherbanuk (Sturgeon Local), and the General Secretary.

After a meeting with the committee on March 14th, a joint delegation met the Alberta Cabinet on March 19th and made a strong plea for larger appropriation for school grants to be made in order to bolster the proceeds from taxes on land which, apart from the Government grants, are the sole proceeds of income of School Boards, and which proceeds are considered to have reached the limit. The trustees took the position that as a body they were strongly supporting increased salaries for the teachers; however, they stated their case clearly and fully that without additional help School Board resources were inadequate at the present time to fulfil their aspirations with respect to teachers' salaries and at the same time to meet capital expenditures for new buildings and replacement and improvement of equipment, etc. The Cabinet, although generally expressing sympathy with the aspirations of both trustees and teachers, made plain they considered that under the present economic setup, it was impossible for consolidated revenues to be

utilized to a greater extent than had been provided in the Budget for the essential services of which education was but one. The A.T.A. made a plea for a statutory minimum salary of not less than \$1200 per annum.

Meetings of the Executive

Meetings of the Executive were held on the following dates: April 13th, July 15th and 16th; July 19th; and December 16th, March 31st and April 1st.

The A.T.A. Magazine

As Managing Editor of *The A.T.A. Magazine*, the undersigned recommends that formal thanks be extended to the many contributors throughout the past year. The magazine is a co-operative undertaking;

it is the forum of the members. The fact there there seems to be some over-balance of articles with respect to Math-Sci., High School Curriculum, Shop Work, etc., is a criterion of the accepted responsibility of people engaged in these respective fields, voluntarily to submit material for insertion.

Association Representatives

The following are representatives of the Association:

1. Board of Teacher Education and Certification—The President, J. W. Burke, and the General Secretary—all appointed by the Lieutenant Governor in Council.
2. University of Alberta Senate—General Secretary.
3. Alberta Council on Nutrition—Miss B. Williams.



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4. University Matriculation and High School Examinations Board, and High School Entrance Examinations Board—Mr. Gordon French and later, Mr. R. V. Clark.

5. Faculty of Education Council—H. C. Clark.

6. Alberta Council for Adult Education—President and General Secretary.

Freezing Order

Hopes that the Order-in-Council P.C. 4862 (Freezing Order) would be rescinded have not yet been fulfilled, the position having been taken by the Dominion authorities at Ottawa that its rescission will be contingent on the request being made by the respective provincial Ministers of Education.

Rehabilitation of Teachers

Amendments have been recently made to the Order-in-Council regarding privileges for veteran teachers to take undergraduate, graduate and post-graduate work. It may be assumed that henceforth the regulations will be interpreted more homogeneously and more advantageously by responsible officials throughout the Dominion, so that teachers may take advantage of the facilities for further education, supported by Dominion funds.

Teachers of Speaking Tours

It is noted in passing that Alberta was visited by two teacher leaders of the Canadian Teachers' Federation. Miss Beryl Truax, M.A., Past President of the C. T. F., was able to address meetings at Calgary and Edmonton early in January and Dr. E. Floyd Willoughby, President of the Canadian Teachers' Federation, visited Calgary and Edmonton in February. This Convention will welcome Dr. C. N. Crutchfield as guest speaker.

The Teaching Profession Act

It is with satisfaction that we announce an amendment to *The Teaching Profession Act*, by the striking out the proviso to Section 4 which reads as follows:

"Provided also that in the case of teaching orders of the Roman Catholic Church, if any teacher being a member of such order is for the time being a member of the Association and pays the membership fees for which he is liable, all other teachers belonging to that order shall be members of the Association without fee."

It should be noted that so far as we are aware no opposition whatever was registered in the Legislature. The co-operation of all parties con-

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cerned is a criterion of the oneness of the teaching body in Alberta irrespective of race or creed.

Financial Year

According to a resolution of the last Annual General Meeting it was recommended that the financial year of the Association should be the calendar year; that is, it should end on December 31st instead of the last day of February. This has been found to be convenient to the office as well as providing an opportunity for publication of the financial statement in *The A.T.A. Magazine*, previous to the Annual General Meeting.

Conventions

The repeal of *The Operation of Schools (War) Act*, leaves us unencumbered to revert to the "Guest Speaker" itinerary policy, to stimulate the inspirational side of the Fall Conventions. (See appended report on conference between the A.T.A. Executive Officials on this matter.)

Library

The library continues to be well used and visitors to the office seem to appreciate browsing around the library room. We have now in the library 1044 volumes. These might be called "live" volumes, for but a small proportion of the books are on the shelves at any one time during the year. This, of course, is evidence that the members are making considerable use of the library facilities at their disposal.

Continuity of Service of Teachers

Recent information secured from the Retirement Fund office reveals a state of affairs which, to say the least, is startling, if not alarming. During the five-year period from September 1st, 1939 to August 31st, 1944, 11,031 Teachers made contributions to The Teachers' Retirement Fund. Out of that number only 2,339 made contributions covering the full five years, and an additional 481 were less than one year short of the full five years.

| Analysis | Total Rooms Operating | Contributions | | |
|---|-----------------------|---------------|--------|------------------------|
| | | 5 yrs. | 4 yrs. | Total More Than 4 yrs. |
| Those now employed in school divisions..... | 3,491 | 668* | 224 | 892** |
| Those now employed in Calgary and Edmonton (Public and separate)..... | 1,013 | 892 | 71 | 962 |
| Those now employed in other cities | 224 | 175 | 22 | 197 |
| Those employed in towns and village districts, etc..... | 1,076 | 447 | 133 | 610 |
| | | 2,181 | 450 | 2,661 |
| Miscellaneous | | | | |
| Those who have received re funds | | 41 | 11 | 52 |
| Pensioners | | 17 | 5 | 22 |
| Others (paying direct, etc.).... | | 70 | 15 | 85 |
| | 5,824 | 2,339 | 481 | 2,820 |

Further Analysis re School Divisions

| Completed 5 years of service are employed as follows:* | | Completed more than 4 years are employed as follows:** | |
|---|-----------|---|-----------|
| Divisions | Employing | Divisions | Employing |
| 2 | 2 | 1 | 2 |
| 2 | 3 | 2 | 4 |
| 3 | 4 | 1 | 5 |
| 1 | 3 | 3 | 6 |
| 4 | 6 | 2 | 3 |
| 2 | 7 | 4 | 9 |
| 5 | 8 | 3 | 10 |
| 1 | 9 | 2 | 11 |
| 3 | 10 | 2 | 12 |
| 1 | 11 | 1 | 13 |
| 1 | 12 | 2 | 14 |
| 4 | 13 | 1 | 15 |
| 3 | 14 | 2 | 16 |
| 3 | 15 | 1 | 17 |
| 2 | 16 | 2 | 18 |
| 3 | 17 | 3 | 19 |
| 2 | 18 | 1 | 20 |
| 2 | 21 | 2 | 21 |
| 1 | 28 | 1 | 22 |
| 2 | 30 | 1 | 23 |
| 1 | 34 | 1 | 24 |
| 1 | 35 | 3 | 25 |
| 1 | 44 | 1 | 28 |
| 50 | 668 | 1 | 30 |
| Average—13 | | 1 | 31 |
| | | 2 | 36 |
| | | 1 | 39 |
| | | 1 | 40 |
| | | 1 | 41 |
| | | 1 | 46 |
| | | 50 | 892 |
| | | Average—18 | |

One wonders just what large business concern, or city, or provincial government could operate without certainty of chaos if there were as frequent and constant changes of rank and file employees, or shortage of experienced and inadequately trained help as prevails in the educational system of this province. The core of better trained and longer experienced personnel, is of course, preponderatingly in the employ of large School Boards. Farmers' organiza-

tions certainly demand experienced help in their business ventures; the co-ops and pools pay them well. The management is hardheaded and sufficiently businesslike to realize that constant changes of help, short experienced, low-paid help would cost them many times as much in money and service as savings which would accrue by way of low wages. And yet the population of the rural areas seem to be happily oblivious of the fact that the tendency is not to apply the

same type of hardheaded reasoning with respect to taking care of the spiritual and educational needs of their offspring. This is not a charge of callousness on their part; but it does evidence lack of appreciation, of concern, that after all, the duty of the good parent is first to provide food, shelter and clothing for his children and that the next urge should be to provide, maybe even sacrifice until it hurts, to ensure for their boys and girls the best possible in the way of educational training and school accommodation. Further comment might be made on the above table; however, it largely speaks for itself and requires little mental dexterity to analyze its import and make further deductions.

Salary Matters

(a) Salaries Elsewhere than in Divisions.

The salary situation in the towns, villages, etc., is definitely not good;

in fact, salaries paid in the divisions—minimum, maximum and allowance for past experience—are generally speaking superior.

This condition calls for energetic action on the part of the Association. Altogether too large a proportion of town and village boards have not complied with the following section of *The School Act*:

126 (W) "To prepare and adopt a salary schedule applicable to all classes of teachers in the school or schools of the district."

or

if they have complied with the letter of the law it is more observable in the breach than the performance thereof: that is to say, years ago they adopted a schedule and then forgot about it when new members of the staff were appointed. However, there is a reasonable hope that the situation will improve in view of the proposed amendment to *The School Act*, providing that "it shall be the duty of a School Board to register with the Department within ten days any schedule of salaries or any amendment thereto prepared and adopted by a School Board."

It must be noted with regret that as a general rule the spread between the minima and maxima in the towns and villages and smaller cities is much narrower than in the Divisions; furthermore, the tendency of all too many towns and villages—encouraged undoubtedly by one large city School Board—is to either refuse to make any provision in the schedule for past experience under other School Boards or to give an almost infinitesimal amount. Some of the town schedules provide for \$10. per year for ten years past experience—just fancy less than 20c per week per year! Again, a \$100 allowance for a University Degree is common. At the present rate of investment, \$100 per annum merely provides for 3% simple interest return on an investment of \$3,000 without making any



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provision for amortization of that principle. If it costs but \$3,000 in actual cash outlay to secure a University Degree (forgetting altogether the prolonged intellectual effort, the long grind and sacrifice of time), it would take thirty years to refund it on the basis of \$100 per year. It is obvious then, that a teacher securing a University Degree would require \$200 per year in order to secure a return of three per cent on \$3,000 and \$100 per year for thirty years to recover the principle. Furthermore, who would dispute the fact that to secure an ordinary undergraduate degree costs not \$3,000 but double that amount, even more? All in all, therefore, it is suggested that people who vociferously advocate paying well for "experience" and qualifications should jump with happy alacrity at a prospect of paying not less than \$400 per annum at least additional to the holder of a University Degree.

(b) Salaries as a Whole.

The argument frequently advanced is that people interested in securing and maintaining a high standard of ability and experience in the teaching personnel concentrate too much on minimum rather than on maximum salaries. In the light of personal experience supported by provincial statistics this provides a first-rate alibi for evading the fundamental issue. The statement is seriously open to question that School Boards would be prepared to pay a high maximum if only the teachers would be content to abandon a higher minimum, that such would result in better paid teachers—*increase the median or average salary.* It is, of course, very easy to accept in principle a theory which on the face of it sounds attractive, but having accepted the principle and indorsed it, the test of its soundness is how it actually works out in practice. It is so easy to talk about a lawyer, doctor, or a dentist starting with very low pay and re-

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maining in his chosen profession with the expectation of obtaining a high rate of salary, and that therefore it would be reasonable to expect that things would work out the same way in regard to teaching. However, just fancy a School Board paying the spread between initial earnings and the tens of thousands of dollars earned by members in the upper strata of any one of them. Let this sink in: The highest paid teacher in Alberta receives a salary of less than \$4,000! Could one be so optimistic as to conceive that any School Board in Canada would be prepared to pay the spread \$900 or less to, say, \$10,000 to the (hypothetical) "top-notch" in the teaching profession? If they would, then there is some point to the argument of putting less stress on a higher minimum—and some hope; however, an analysis of the spread between the maximum and minimum of the salary schedules in the divisions throughout the province shows the average spread between minimum and maximum to be \$386, while in the towns and villages the spread is generally even narrower. Yes, \$386 is what is meant by a *generous* allowance for past experience: the generous allowance is less than \$7.50 per week! And of course this \$7.50 could easily be increased by lowering the minimum.

It is rather an unique experience to receive information of any School Board raising the maximum salary, except the higher maximum accrues automatically from raising the minimum; in other words, we have to act on experience rather than on theory, bolstered with the conviction that

any slight raises in the maximum salary might be met otherwise than at the expense of those teachers in the lower brackets who anyway are much too lowly paid now. It is also apparent that the wealth of a School Division or District is not generally reflected in the salary schedule, neither in the amount of median salary, nor in the average salary. One would presume that where there is

the ability to pay, the higher salary would be paid; however, the statistics given below relating to assessment, etc., all types of School Divisions, reveals that many of the poorer Divisions with low assessment per room are actually paying as high, even higher average and median salaries than the wealthier Divisions. Here are a few examples to illustrate this point:

| Division | Assessment per room | Median | Average | Schedule Mini- Maxi- mum mum | Spread |
|-------------------|------------------------|--------|-----------|------------------------------------|--------|
| Lethbridge..... | \$122,037 | \$1140 | \$1291.62 | \$900 - \$1620 | \$720 |
| Red Deer..... | 119,870 | 1075 | 1082.27 | 950 - 1450 | 500 |
| Killam..... | 134,724 | 1150 | 1178.96 | 960 - 1260 | 300 |
| Olds..... | 118,942 | 1250 | 1204.40 | 1000 - 1300 | 300 |
| Rocky Mtn..... | 71,755 | 1068 | 1128.57 | 948 - 1452 | 504 |
| Edson..... | 30,302 | 1210 | 1229.43 | 1000 - 1360 | 360 |
| Lac Ste. Anne... | 46,171 | 1272 | 1220.12 | 1000 - 1350 | 350 |
| Lamont..... | 79,844 | 1270 | 1318.48 | 925 - 1345 | 420 |
| Sturgeon..... | 106,855 | 1150 | 1175.00 | 950 - 1350 | 400 |
| Grande Prairie... | 69,562 | — | — | 950 - 1250 | 300 |
| Fairview..... | 66,502 | 1100 | 1197.09 | 950 - 1350 | 400 |
| Spirit River..... | 41,216 | 1100 | 1154.35 | 950 - 1350 | 400 |
| Clover Bar..... | 102,728 | 1200 | 1251.34 | 1000 - 1500 | 500 |

Average Salary in 47 Divisions — \$1217.97

Median Salary in 47 Divisions — \$1140.00

The conviction registers that under the present circumstances the only immediate hope for teachers is the raising substantially of both minimum and maximum salary; otherwise, our hopes for a more stable, better trained, longer experienced teaching personnel must be relinquished. School Boards, businessmen, employers of labour; in fact, almost everybody concedes there is only one thing that will lift teaching out of the doldrums—higher salaries.

Parents in the rural areas are just as fond of their children, just as anxious for them to have a good start in life by and through an adequate elementary and secondary education as is the wealthiest citizen, whether rural or urban; however, it is very apparent that the oft expressed confession of the mouth is not fortified

by an overwhelming conviction—a belief in the heart. They are not so genuinely stirred up as to act. Reason tells them something ought to be done; however, possibly lack of information to enable them to get the right focus on the situation is responsible for them not resolving that something shall be done about it. School Boards tell us, with some show of reason, that in many cases they are precluded from further raising the school mill rate. They urge together with the teachers that a much greater contribution should be made by the governments. The Provincial Government also agrees, but says, "Where can we find the money?" And so we all land in a "cul-de-sac." After all, Alberta from the standpoint of per capita wealth ranks third amongst the provinces in Canada.

Both Alberta and Canada are sufficiently wealthy to guarantee every boy and girl a proper start in life. The money, the resources, are ours in plenty; it is purely a matter of devising and creating the necessary machinery for tapping the wealth and channeling a reasonable quota thereof into education. Just think! Alberta marketed over 2,982,000 hogs last year, each hog, bringing from \$20 to \$25, thus making total proceeds between \$70,000,000 and \$75,000,000 from just one of many agricultural products—sufficient to pay six and one-half times the total gross educational expenditures (\$13,154,250 in 1944) of all Divisional, Town, Village, Consolidated, Rural High School, Separate and City School Boards of the Province. To this, add the proceeds from grain, poultry, stock, sheep, dairying, etc., plus the manufacturing products of the urban areas—power, mines, fisheries, oil fields, fur, etc., (the latter approximately \$300,000,000 in 1944) and then figure what a small fraction of all wealth produced is diverted towards the training of our boys and girls, the future citizens of our Province. Incidentally it has been estimated that family bonuses to the extent of \$18,000,000 will go to the parents of school children in Alberta next year. Presumably one of the reasons for this Dominion Government legislation was indirectly to assist in financing the children's education.

Although they may have definite convictions on the matter of devising ways and means for revising the tax structure to support and maintain an adequate and stable educational system, it is neither fitting nor proper that such should be considered the function of the teaching profession: that is the duty and responsibility of the parents, the citizens, to prod into action the state governments, Provincial and Dominion, by and through their elected representatives in the

Legislature or House of Commons. Every informed citizen knows Alberta of itself is sufficiently blessed with wealth to provide proper educational facilities to all her boys and girls without danger of bankrupting either citizens or government.

School Boards tell us they have reached the end of their resources from taxes on real property. Maybe so, although it might be good business for somebody to look more carefully into the matter of municipalities putting back school taxes into surplus; for when the School Board requisitions are increased, instead of meeting the increase by charging against surplus account, the municipality just raises the School Board mill-rate. All these things expose the root of the whole problem: the machinery for supporting education is hopelessly inadequate; it does not properly tap the resources available. Until this problem is tackled, until governments and citizens have a burden of conviction that immediate action *shall* be taken, the outlook for children and teachers is none too promising.

The closing paragraph from a recent editorial in *The New World* is a real challenge to the Government and citizens of Alberta:

What is the point of bringing children into the world, loving them, protecting them, filling them with our highest hopes, dreams and ideals, and then failing to provide the best teachers for them? Canadians must see to it that the welfare of their teacher is one of their most important concerns. One that cannot be neglected.

Respectfully submitted,
JOHN W. BARNETT,
General Secretary.

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CONSTITUTIONAL CHANGES

The following changes in the Constitution were approved (following the electoral vote in December) by the last annual General Meeting by a vote of 195 (for), to 56 (against.) They now form part and parcel of the Bylaws of the Association.

9. The administrative body of a local association shall be the executive committee, which shall include as members: the president, vice-president, secretary-treasurer, and as ex-officio members the local councillor or councillors of such local association.

10. The executive committee, the officers of the local, and the delegates to the annual and other general meetings of the association shall be elected annually by the members thereof, not later than the month of December, or at such time as the executive committee may direct.

However, in case a delegate to the annual general meeting shall resign, or leave the local association, or for any other reason is unable to serve or function as a delegate or councillor during his period of office, a successor shall be elected to finish the term of office. It shall be the duty of the executive committee of the local in case such vacancy arises, to arrange forthwith for the election of such successor.

11. The delegates to the general meetings shall hold office throughout the year serving as local councillors to the membership of the locals by:

1. Attending all sessions of the annual or other general meetings of the association.
2. Maintaining touch with the membership of the local association throughout the

year with respect to proceedings of the aforesaid annual or other general meetings, and co-operating with the Provincial Executive Council by:

(a) Making a full report of the proceedings and decisions of the Annual or other General Meetings of the Association to:

1. The general meetings of the local.
2. The executive council of the local.
3. Meetings of Sub-locals, etc.

(b) Generally co-operating with the Executive Council of the Association and the executive committee of the local association.

12. It shall be the duty of the local association to co-operate with and generally assist the delegate or local councillor or councillors to the Annual General Meeting in fulfilling his duties as set forth in Bylaw 11.

13. Local associations shall hold meetings at least once a year and as often as the same shall be convenient and expedient, and it shall be the duty of the officers to provide a place of meeting and a programme or subject for discussion at such meeting. The number of members which shall constitute a quorum shall be determined by the constitution of the local association, but in no case shall such number be less than six members. The president on his own initiative, or on the request of the executive committee, or at the request of five members, or of the local councillor or councillors may call a special meeting and all members must be

notified of the time and place of such meeting and the object for which it is called.

19. The Annual General Meeting shall be composed of the Executive Council and duly accredited delegates of local associations in good stand-

ing. Delegates to the meeting shall be members of local associations in good standing on the basis of one councillor for every 50 members or fraction thereof; provided that no local shall have less than two councillors.

OUR SCHOOLS

What matters now is the future. The public school system of Canada is basically a good one. All that it has needed in the past was the infusion of a good deal more money, a little more attention, and perhaps more of the can-do attitude that has distinguished Canadians in other fields. There will be balance in this land when our education bill outruns our drink bill, and when the young pro-

gressively are taught to think for themselves. Monkeys may be taught tricks. Man should be taught to think and to act as a free, God-given individual—each with his own special contribution for the world. Let us, at least remember when we speak of "our schools" that they are ours—that we are responsible for them and for all that goes on in them. That would be a gain.

From the *Victoria Colonist*.

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Wanted:

Living Wage for Teachers

From *New World*, March 1945

CANADIAN teachers are fed-up. They are demanding increases in salaries, and throughout the country are demanding better treatment. And if Canada is to maintain and improve her present system of education, something has to be done about it.

The teachers' specific complaints are concerned with salaries and merit schemes, but the overwhelming emphasis is on salaries. The following table shows the salaries paid to teachers in 1941.

While the table of salaries is low, it is as well to remember that 49 per

Median Salaries of Canada's Teachers

| | Annual Salary | Salary per week for 52-week year | Salary per week for 40-week year | | Annual Salary | Salary per week for 52-week year | Salary per week for 40-week year |
|--------------|---------------|----------------------------------|----------------------------------|--------|---------------|----------------------------------|----------------------------------|
| P.E.I. | \$ 422 | \$ 8.22 | \$10.55 | Ont. | 1055 | 20.29 | 26.38 |
| N.S. | 627 | 12.06 | 15.68 | Man. | 748 | 14.38 | 18.70 |
| N.B. | 588 | 11.32 | 14.70 | Sask. | 710 | 13.65 | 17.75 |
| Que. (Prot.) | 1247 | 23.98 | 31.18 | Alta. | 881 | 16.94 | 22.03 |
| Que. (Cath.) | | | | B.C. | 1321 | 25.40 | 33.03 |
| Lay teachers | 318 | 6.12 | 7.95 | Canada | 782 | 15.04 | 19.55 |
| Rel. orders | 479 | 9.21 | 11.98 | | | | |

cent of Canada's teachers receive less than these amounts. The highest salaries were paid in British Columbia, and teachers agree that children from this province have the highest standard of education in the country. The most shocking figure is the \$6.12 paid the lay teachers in the province of Quebec. How can the children coming from such schools expect to compete with the children taught by well-paid

teachers? Obviously a good teacher will go to the schools which pay better, and the poor paying schools will get the poor teachers.

As long as teachers get paid less than janitors, who can expect them to stick to their job, and take an interest in their profession?

Look at this table showing the length of the total professional life of teachers.

Median Experience of Teachers

| | <i>In all publicly controlled schools</i> | <i>In city schools</i> | <i>In all other schools</i> |
|--------------|---|----------------------------|---------------------------------|
| P.E.I. | 4 yrs. 6 mos. | 12 yrs. 8 mos. | 4 yrs. |
| N.S. | 6 yrs. 5 mos. | 10 yrs. 4 mos. | 5 yrs. 8 mos. |
| N.B. | 7 yrs. 7 mos. | 16 yrs. 4 mos. | 5 yrs. 3 mos. |
| Que. (Prot.) | 10 yrs. 4 mos. | 13 yrs. 7 mos. | 6 yrs. 3 mos. |
| Que. (Cath.) | | | |
| Lay teach. | 5 yrs. 3 mos. | 9 yrs. 9 mos. | 4 yrs. |
| Rel. orders | 20 yrs. (est.) | | |
| Ont. | 10 yrs. 2 mos. | 14 yrs. | 6 yrs. 8 mos. |
| Man. | 10 yrs. 4 mos. | 19 yrs. 5 mos. | 7 yrs. 1 mo. |
| Sask. | 7 yrs. 4 mos. | 16 yrs. 2 mos. | 5 yrs. 4 mos. |
| Alta. | 7 yrs. 9 mos. | 18 yrs. 4 mos. | 5 yrs. 3 mos. |
| B.C. | 11 yrs. 5 mos. | 15 yrs. 9 mos. | 6 yrs. 4 mos. |
| Canada | 7 yrs. 5 mos. | 11 yrs. 2 mos. | 5 yrs. 5 mos. |

The provinces that pay higher salaries keep their teachers longer. This might be expected. But since these latest figures were based on 1941 figures, they are less true today. The war has taken the young teachers away from schools. Some of them are in the services, some quit to go into war work and make double the money, some married. Hard-pressed Boards of Education invited ex-teachers to return to their former professions and reduced their educational requirements drastically to fill the gap. Some schools closed, classes were crowded to overflowing, and, with a rising war-time birth rate, the crowding is likely to continue. Is it to be expected that men and women will be attracted to a profession which demands brains, energy, character, and incredible patience when practically every organized labor body can secure better standards of living than they?

Again, in contrast with skilled and unskilled labor, the teacher's life is not her own. When the day's work is done, the munition worker can have a drink and go to a dance. Most teachers have homework to do, and in some communities a woman teacher would lose her job if she smoked a cigarette. Women teachers in Ontario small towns have been known to lie on floors and smoke up the chimney, in case the presence of cigarette smoke was de-

tected in the room of a teacher of the young. It will be doubted that this could happen in 1945. But it is so.

Living Under Surveillance

Twenty-four hours a day a teacher's life is under surveillance by the community. And on Sunday, she teaches Sunday School. For this life dedicated to one of the most important in the country, the training of our children, he or she gets little more than \$15 a week. Is it any wonder that some people think our teachers tend to be radical?

Protest meetings are being held across the country, asking the various governments to obtain relief for them. When the depression struck, they accepted a cut in salaries, and stuck loyally to their jobs. In some western provinces they are not paid for months, but in lonely schoolhouses across the country they did their best magnificently, and with a selfless devotion. But when the war brought better standards of living, wages were pegged, and apart from a cost of living bonus, the teachers were little better off. Now every consideration must be given to their case.

Premier George Drew of Ontario (who is also Minister of Education) is to be congratulated on the lead he has given. In virtually all the schools of

the province the least possible salary is \$1,000 per annum. This leaves room for improvement, but in comparison with other provinces, this advance is a fine step forward. By an amendment to *The Public Schools Act* "the township councils are prevented from paying the annual township grant to a rural public school board unless the teachers' salary is at least \$1,000 in every case." (*Trends in Education*, 1944). The situation has improved in Ontario, so that \$1,200 to \$1,400 are now quite common salaries for teachers in one-room rural schools. Other provinces are making similar adjustments. Qualified teachers in urban centres should not be offered less than \$1,800; and not less than \$1,500 in rural areas. The general average of teachers' salaries in Canada should be raised at least 50 per cent. This would enable education authorities to raise both the academic and normal standards of qualification.

Compensation for Merit

In addition to basic salaries there is the question of promotion. In a first-rate brief, *Teachers' Salary Schedules and Payment by Merit*, Blair Laing, School Trustee of Toronto, discusses the question of compensation for special merit. The aim is (1) to attract more able and ambitious young men and women to take up teaching (2) reward teachers already in the service

for special merit (3) stimulate all teachers to make greater efforts towards self-improvement. The merit system aims to reward the teacher who is good, and promote him faster than the one who waits for an increase in salary based on length of service rather than by an improvement in his work. As he says, "out of these diverse methods (of merit rating) no one satisfactory formula of a scientific character has been evolved." There is bound to be heart-burning among some of the older teachers, because promotion by examination, or on inspectors' reports are open to difficulties. But such suggestion as "transfer to another position with a higher schedule; being placed in charge of a special experiment; being made responsible for assistant supervision of young teachers, or of some form of community service or of extra-curricular activity, or being made demonstration teacher or his subject or grade" might provide the necessary basis. This system would appeal to the young and ambitious.

What is the point of bringing children in the world, loving them, protecting them, filling them with our highest hopes, dreams, and ideals, and then failing to provide the best teachers for them? Canadians must see to it that the welfare of their teachers is one of their most important concerns—one that cannot be neglected.

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EDUCATION for National Unity and the World of Tomorrow

From an address delivered in Edmonton by

Dr. E. Floyd Willoughby,

President, C.T.F.

THE objectives of education, I think, have been well stated by Canon Cody, President of Toronto University, when he said, "Education should teach 'How to make a living; how to build a life and how to influence a world,'" and while much remains to be said about the first of these, I would like to consider with you this afternoon the last two, which are so closely related, for undoubtedly the kind of lives we build will largely determine the kind of world we shall have.

Much has been said and written concerning the kind of a world we are going to have tomorrow, when this war is over. We are told that it is to be based on the Four Freedoms. Fear and Want are to be forever banished. There are plans for social security for all from the cradle to the grave. Far-reaching legislation in this direction has already been placed on the statute books of certain countries including our own. It all adds up, I think, to the desire of the Democratic nations to make democracy effective, to achieve a truly Democratic state.

But the achievement and maintenance of such a society does not depend *alone* on legal enactments and social security programs, however essential these may be. It depends in the long run on the character of its citizens; on high level of education; on the ability to think clearly and particularly on a high standard of moral values.

A high level of general education or even the ability to think clearly

along certain lines are together not sufficient, for did not the German people possess these. What they lacked lies in the realm of the spirit. An understanding of the deeper meanings of life and certain attitudes and ideals that are the very life-blood of Democracy. Such concepts as equality, fraternity, and liberty, breathe the very essence of understanding, goodwill, tolerance, brotherly love, unselfishness and similar attitudes that are the very basis of the Democratic way of life and it is by means of these things that we shall largely influence a world.

So, in thinking and planning for that world of tomorrow, let us never forget that however imposing its superstructure may be, however much it is bolstered by social security laws and programs, it must inevitably rest on the moral education of the people and it will be no stronger than the foundation on which it rests.

But moral education is not a separate kind of education. It is essentially an aspect of all education; conduct and character changes follow each other in endless succession throughout life. Habit is the unit element of character. To build character, then, is to build right habits of thinking and feeling as well as outward behaviour, and to this end exercise is a prime consideration. A child cannot learn to judge right from wrong unless he practises judging right from wrong. Nor can one learn to be unselfish or tolerant unless one practises unselfishness or tolerance.

The point is that these attitudes

and ways of Democracy must be learned very much in the same way as any other facts of knowledge or skill. While they cannot be taught directly in the same manner as facts in arithmetic or social studies, their development is subject to exactly the same laws of learning, and the determining factors are the professional methods used and the attitudes of the teacher. In my opinion, the greatest contributions to Educational Psychology and Professional Techniques in the last quarter of a century lie in this field. The knowledge of the Psychology of the development of attitudes, ideals and appreciations in the life of the child and the all-important effect of the impact of the teachers' own attitudes and methods of teaching on the character of the child cannot well be overestimated when we are considering the problem of building a truly Democratic State. Yet, so far as I know, a systematic study of this knowledge and these all important techniques in their relation to the kind of lives our children are building and the type of society to which we aspire does not form a part of the curriculum of most of the teacher-training institutions in this country. Yet should it not constitute in truth as in name the very foundations of method.

One of the significant things that has been emerging in these recent war years is a pronounced and widespread feeling that somehow the schools have not quite measured up to their opportunities in imparting to the youth of the country the ideals and principles of Democracy. On all sides we have been hearing something like this: "Look at the important part played by education in welding Soviet Russia into a United Nation. See how the Nazis used education to transform the thinking of the people in a few short years".

Why can't education save Democracy in a similar manner? The answer is that it can if the Canadian people

are willing to accord to it the place that it should occupy in a Democratic society and if those charged with authority in educational matters plan wisely in order to accomplish the ends in view. But the methods used must be vastly different from those in use in Germany, Italy and Japan. The methods used to produce the clicking heel and outstretched arm, the neck that is too stiff, and the knee that bends too easily will not do for the children of free men and women. Education should be the very crown jewel of a Democratic society and I believe that our educational system should be planned so as to develop the principles, ideals, attitudes and understandings which are basic to our way of life and to the realization of that brave new world of tomorrow. I can't see how it can be otherwise if we are to achieve any great measure of success for all our hopes and plans for the post-war society.

This point of view finds confirmation in a pamphlet issued by the Canadian Council of Education for Citizenship, entitled *Democracy in Education* and I quote:

"The use of Democratic procedures in the school requires of teachers an extension of their point of view to include the possibility of a direct attack upon those 'attitudes and ideals' that have been so long considered as an incidental result of school work.

"The meanings, faiths, attitudes and habits inherent in the Democratic way of life are not given at birth. The young acquire them only as they learn them through a process of deliberate education. Hence, one of the primary obligations of the educational system is to provide the most effectual conditions for the young to attain the equipment in knowledge and attitude required to carry on our Democratic way of life. Education should make no pretence of neutrality about this great social objective. *Our schools should be deliberately designed to*

provide an education in and for Democracy."

This, then, I believe, will be a major trend in education in this country in the world of tomorrow; for, as I see it, unless we do design our educational system so as to build, maintain, and strengthen our way of life and to achieve a fuller and more complete measure of Democracy, what we now have may well pass from our grasp.

Now, if one of the primary obligations of our educational systems is to perform this task, how well are we equipped for the job? Well, Jane Armstrong has made an attempt to answer this question in her article called "Canada's Greatest Failure" which appeared in the magazine section of the *Montreal Standard* of July 15th and she paints a pretty grim picture. I presume most of you are familiar with it. I shall read only one paragraph of it. She quotes one school reformist as follows: "The way I look at it is why do we set up all this machinery for a better world after the war when three-quarters of our children are not equipped to handle the problems? How can we have an intelligent electorate unless schools develop youngsters to the peak of their capacities? I shudder to think of the burdens that this war is dumping on the shoulders of the next generation. How can they fulfil their obligations if we don't pay our debts to them" Let me put it this way: What chance have we of solving our problem of building a real Democracy when our educational system is in the present unsatisfactory condition? For nearly a decade, prior to the outbreak of war, teachers' salaries and other educational services felt the deep gasches of the pruning knife of economy until conditions were well nigh intolerable for the vast majority of our profession, and, at the first opportunity, many left for positions which had a higher financial worth in the public mind. Who can blame them?

True, thousands of women and men of fine ideals and character and with a high conception of duty remained and many of these particularly, in rural districts, where in some cases conditions were all but impossible, merit a real tribute from the people of this country. Those of our numbers who left at the call of King and Country to fight for Democracy and for us, occupy a special place in our hearts. Some of them will never return and we treasure them in our memories. For these and other reasons, our ranks have become so depleted since 1940 that now thousands of immature, totally or partially untrained teachers staff many of our schools. Young people who, in the main, however willing they may be, haven't the slightest conception of their real responsibilities. In many cases, our school organization, buildings and equipment are out-dated and entirely inadequate.

What hope lies here for the future of our nation and adequate education for Democracy? Should not the only privileged class in the country be the children of the nation? In the post-war world, I believe the nation that neglects its educational system will fall hopelessly behind socially, economically and morally.

It is significant, I think, that in facing the great problems of reconstruction, Great Britain is directing its full efforts to the educational system; Canada might well follow her example in this respect, for if we are to achieve success in building the kind of world for which this war is being fought, we must plan our educational system to this end. In considering such plans, what must be done?

It seems to me that if we accept the thesis, that our educational system must be designed to educate our citizens for a truly Democratic Society, at least three things are necessary:

1. Conditions must be such as to attract into the profession and keep there, men and women of the best

ability, character and attainments in sufficient numbers so that a careful selection can be made of those who are to enter our Teacher-Training Institutions. This will require the establishment of Salary Schedules throughout the Dominion which will provide an adequate minimum salary and regular increases to a maximum sufficiently high to compare favorably with salaries in other professions.

2. Our teacher-training institutions should be of the highest possible calibre and should provide a much longer and more comprehensive period of professional training, including a thorough training in the Psychology and Techniques of those Foundation of Methods that are so important to the Democratic way of life. The ultimate aim should be that every classroom in the nation should be staffed with a carefully-selected and thoroughly trained University graduate. The immediate aim should certainly be at least a two-year teacher-training period, in addition to an entrance requirement of at least one year of post-secondary school study.

3. Much better organization of our school system generally into larger units of administration, and the provision of modern-up-to-date buildings and equipment so that teachers may give the best possible professional service.

Well, you may say, assuming all this is true, what chance is there of such a program being implemented? The Provinces have autonomy in educational matters and many of them have no financial resources to carry out such a program.

True, but such financial support can be made available, and if we are going to build on solid foundations that society which is the object of so much planning and all our hopes, it must be made available.

Our Organization has consistently urged the need for a Federal Aid for Education, and our members from

coast to coast are united on this matter. We can see no reason why such action by the Dominion Government need interfere with provincial autonomy. The grants could be made on the basis of need for the well-defined purpose of enabling the Provinces to establish the conditions necessary to create and maintain an educational system designed to serve democracy adequately.

I believe further that there should be set up a central Secretariat or Bureau of Education. If the nine Provinces can agree together to establish and finance this, well and good; if not, it should be set up by the Federal Government and it should be put under the direction of some outstanding educator who understands the need of a *common national purpose* in education. Such a Bureau should be given no power to interfere in any way with provincial autonomy, but it should serve as a clearing house for educational information to all the Provinces and it should help co-ordinate educational thought and practices in all the Provinces, into what might be termed a *national pattern of education* by means of which all Provincial systems could make their maximum contributions to the building of a great united Democracy.

Now, I do not wish to be misunderstood in this matter. I am not advocating a national system of education. I do not suggest interference with Provincial autonomy. I know that there are very valid reasons for Provincial control of curricular content but I do hold the view that the welfare of the nation as well as its safety demands that its citizens from coast to coast shall receive the best possible education in those principles of Democratic citizenship which are so essential to National Solidarity and our very existence as a nation, and for this reason, I suggest to you that the trend in this country will be in the direction of Federal assistance for

Education. Undoubtedly public opinion is becoming aroused to the need for such action and it can be a powerful persuader.

But more important to me, if less tangible, is the feeling I have that the events of the not too distant future may demonstrate in rather a startling way the absolute necessity of using education as an essential instrument for building that brave new world of tomorrow both here in Canada and in the world beyond our borders, for the two are one and indivisible.

We are hearing much in these days of the necessity for National Unity and this problem has been with us since the very beginnings of our history as a nation. Yet the solution seems as far away as ever.

What, then, are the things that keep us apart? Differences in language, differences in church, a divergence of viewpoint in world affairs, social and economic injustices, traditional antipathies. All of these and others have been cited as obstacles to the solution of the problem and undoubtedly with a measure of truth.

But, as I see it, there is something more fundamental than all of these. *There is the lack of a national pattern to our educational system, designed to develop in the young the ability to think clearly and the moral values that are basic to National Unity and Democracy itself.*

In a real Democracy, what other basis can there be for National Unity than understanding of the other fellow's problems and such attitudes as tolerance, unselfishness, sympathy, goodwill and brotherly love. What else do National Unity and Democracy mean if not these things?

(To be Continued)

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The A.T.A. Magazine

How Do You Say It?

This is the second of a series of articles, the substance of radio talks by

Duncan Innes, M.A.,

of the McDougall High School, over Station CJCA at 1:15 Sunday afternoons

How do you say it?

Envelope—ENvelope or ONvelope?

Quay—KWAY or KEY?

Harass—HARass or HaRASS?

Licorice—Lickerish or Lickeriss?

Says—SEZ or to rhyme with DAYS?

Granary—GRAINery or GRANary to rhyme with Cannery?

Van Loon—LOON or LOAN?

Newfoundland—NewFOUNDland or NewfunLAND?

Often—Ofen or OfTen?

Lingerie—LONJeRAY or LANJe-REE?

Details—Details or deTAILS?

Status—STAYtus or STATus to rhyme with high-HAT us?

At least one of each pair is correct according to any well-known dictionary. First, check your preference with a pencil before you look at the answers. Second, ask yourself if you would like to make a little bet with the RED CROSS that you can make 100% on this test. That's a good idea because, while most of us are willing to fool ourselves, we shouldn't like to cheat the RED CROSS. . . .

ENvelope is preferred by all the leading dictionaries and should be, because it has an honest, English sound. ONvelope is given, too, but users are often regarded as affected. Spelling and sound are far apart in QUAY but only the worst landlubber would say anything but KEY. I had a Latin teacher once who used to say haRASS but otherwise he was a good fellow; he was wrong, of course. Follow the spelling, not the youngsters, when you say LICORICE. It is Lickeriss. SAYS is SEZ; another proof that spelling is not a sure guide to English pronunciation. A GRANARY is used to store GRAIN but it rhymes with Cannery.

Think of GRANUM, Alberta. The late Hendrik Van Loon wrote a number of wonderful books; some of them are excellent for use in school. I have his own word for it that his name rhymes with LOAN, and not with the bird of the dismal voice. Dictionaries vary on NEWFOUNDLAND, especially the out-of-date ones. The natives accent the first and last syllables, cut short the middle one—NewfunLAND. The T is silent in OFTEN just as it is in LISTEN, SOFTEN, APOSTLE, and several others. Those who sound the T show that they know how to spell the word but not much else. Details is correct either as Details or deTAILS but Details is preferred all over the English-speaking world. DeTAILS is often considered affected and should, therefore, be avoided. Used as a verb or an adjective, DETAILS must be accented on the SECOND syllable; as in deTAILED account. LINGERIE has the short A sound as in AT in the first syllable; the third syllable is REE. Why not save worry by avoiding its use. We don't need it. Besides LINGERIE does not mean SILK flim-sies unless the French are mistaken about their own language. STATUS follows the English pronunciation of Latin when used as an English word. The A is long, as in ALE, giving us STAYtus. In a Latin class, STATUS has the Latin pronunciation but Latin is another language. Now all you have to do is send that dollar in to the Red Cross. . . .

Many a common word has a picture for those who can see it or for those who know some Latin. Escape is common enough but what does it suggest? Just take the Latin E or Ex, out of,

and CAPPa, a cape, and you have it. Imagine a man grasped by the cloak or coat. He twists out of the cloak leaving it in the would-be captor's hand. He has escaped. Nowadays we ESCAPE from all sorts of difficulties without necessarily leaving anything behind. . . . The Romans had a word SURDUS which meant deaf, and consequently, stupid. From it we may have obtained our word ABSURD. What sounds perfectly reasonable to a person who can hear may be different or ABSURD to a person who cannot hear very well. The SURDS we learn about in algebra aren't absurd though the origin is the same. A SURD is a value which cannot be expressed in rational numbers.

Grammar Lesson: When the Yale Athletic Committee telegraphed Harvard before a football game "May the BEST team win", Harvard wired back "May the BETTER team win".

The *New York Times* quotes Dr. Roma Gans, Professor of Education at Teachers College, on a code of ethics for teachers: "It can help to do away with the Hitlers we have in our school system—the teachers who say these are 'my pupils' and this is 'my classroom' as well as the principals who say that these are 'my teachers'. . . . Have you ever heard of anything so unethical?" To these we might add the teacher who says, "Tell ME . . ." Shouldn't it be, "Tell US. . ."

The spelling, PROGRAMME, is gradually becoming old-fashioned though still widely used. In *An English Pronouncing Dictionary* by Daniel Jones of University College, London, England, we find PROGRAM(ME) to indicate that both are correct. The latest edition of this dictionary is the most up-to-date in the English language. If you are interested in the English language as spoken by the

"educated" classes of Southern England you can get this dictionary from Dent's, Toronto for about \$3.00. It gives only spellings and pronunciations; no definitions.

How often have you heard these questions: How many humps has a camel? What is a dromedary? The truth is that there are two kinds of camels; the Arabian camel has one hump, the Bactrian or Asiatic camel has two. The word dromedary has nothing to do with humps but comes from a Greek word meaning speed. As it happens the Arabian camel is usually called a dromedary because of its speed and not because it has only one hump. Dromedary is pronounced DRUMedary or DROMedary, O as in stop, never as in DROME.

Strange as it may seem, the word ORCHESTRA really means a group of dancers. If you go to a dance nowadays, the only people not dancing are the members of the orchestra. The explanation goes back to the theatres of ancient Greece. You will recall that Greek theatres had a circular space for the dancing chorus; this they called the orchestra. The Romans extended the meaning to the surrounding, semi-circular space where persons of distinction were permitted to sit. In England, the orchestra was first the space in front of the stage where the musicians were placed. Then the musicians as a group were called the orchestra. Now, a group of musicians far away from a stage is called an orchestra. In the theatre, the seats nearest the orchestra were called orchestra seats; later the name was extended to all seats on the main floor of the theatre as it is today.

In the October-November issue you were asked to punctuate this sen-

tence: Smith where Jones had had had had had had had had had the professor's approval. Add a few punctuation marks and you get: "Smith, where Jones had "had", had had "had had"; "had had" had had the professor's approval. If you

like questions think over this one: What is the difference between a railway and a railroad?

A new word is a wild animal. You must learn its ways and break it in before you can use it.—H. G. Wells.

French Scholarships - - -

The Banff Oral French School executive is very pleased to announce the receipt of three very generous scholarships from the French Government legation at Ottawa, through Monsieur Duval, First Secretary of the Legation. These scholarships were instituted a year ago to encourage English speaking Canadians in the study of conversational French and to promote a greater understanding of French culture. This year the grant has been increased to \$250.

There will be three scholarships, two of which are to be given to teachers, and the other to a student in the Faculty of Education. The scholarships are \$100 and \$75 respectively, and any teacher of French is eligible to apply for them.

Selection of candidates will be based on a letter of application written in French, stating qualifications, experience in the field, reasons for wishing to attend the school, and any other information deemed pertinent. It is by no means necessary to speak French fluently. An aptitude to learn and the willingness to make the effort are the important requisites.

Besides the French government scholarships, two other scholarships to teachers are made available annually by the School of Fine Arts through Mr. Donald Cameron, M.A., Director of the Department of Extension. One of these scholarships goes to a teacher in the field and one to an undergradu-

ate in the Faculty of Education. This makes three scholarships altogether which are open for competition by the teachers of the province, and two to teachers in training.

The Oral French School was founded in 1940 on the initiative of a group of Calgary teachers who felt the need of greater proficiency in the spoken French. Under the untiring efforts of its director, Prof. Albert L. Cru, retired from Columbia Teachers' College, and of Madame Yvonne Poirier, a specialist in diction, the school has grown, and is now recognized as one of the outstanding French summer schools on the continent. Now an integral part of the School of Fine Arts, the school provides an opportunity to spend a summer at a foyer where only French is spoken.

Many teachers of French will also be interested in the two scholarships which are offered by the School of Fine Arts to students of French III. If students are interested, the teacher should write a letter of application. A written test is then provided, to be held by the teacher under the usual examination conditions, and the choice of candidates is based on the results of the tests.

Any one wishing to apply for a scholarship, or to get further information should write to Miss Jean McLaggan, 11146 - 91st Avenue, Edmonton, Secretary of the Executive of the Oral French School.

SCIENCE IN CHINA

A science museum for west China was opened in Peipei, north of Chungking, on Christmas Day, when the Science Society of China held its thirtieth anniversary. The object of this museum is to introduce scientific studies in a popular form to the ordinary people of China.

The museum is divided into six departments, industry and mining, agriculture and forestry, biology, geology, medicine and public health, meteorology and geography. Twenty-four rooms are taken up in displaying specimen, maps, and charts.

All kinds of minerals and industrial products developed in war-time are on view, including herbal medicines and improved strains of rice and wheat derived from experiments by the National Agricultural Research Bureau. The biology department

shows practically every variety of plant and animal life in west China—over 6,000 kinds. A special section in the industrial and mining department demonstrates new techniques in metallurgy invented by Chinese engineers which compare favorably with British and American standards.

The geology department is grouped in six sections, showing specimens of various minerals and soils. The medicine and public health department illustrates the advances in the prevention of all kinds of disease and in the promotion of public health in modern China.

The science museum is open to the public every day, and a classroom is provided for schools which may want to use its equipment.

—*The Times Educational Supplement.*

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Rural Education IN ALBERTA

ALTHOUGH an improvement in the part played by the provincial government in equalizing education opportunities in all parts of Alberta has been recorded in recent years, it has not yet accepted its full responsibility.

Establishment of enlarged school districts was a first step, for this enabled wealthier districts to combine with poorer to provide better teachers and better facilities. One or two school districts were encouraged to build respectable high schools with dormitories for pupils from a distance and buses to carry others to and from school.

Total provincial educational estimates rose from \$3,300,000 four years ago to \$4,600,000 last year. This year's budget provisions are practically unchanged from last year's.

The percentage of the total cost of education in Alberta borne by the provincial government in the fiscal year 1943-44 is given officially as 31.7 per cent. This year's share is unlikely to be much larger. The Alberta percentage, it should be noted, is of the total cost of education and is not the percentage of cost to the municipalities. Ontario has assumed 50 per cent this year and British Columbia runs about 40 per cent.

Hon. R. E. Ansley, Alberta's Minister of Education, in a review of Departmental activities some weeks ago, made the following observations:

Our foremost educational problem is a financial one. Increased teachers' salaries are essential to obtaining the desired quality of instruction. To meet current demands, the teacher must

have more modern facilities at his disposal. . . . There should be a modern high school plant of about \$50,000 in value at numerous centres throughout the province with ample school van facilities and up-to-date dormitories. . . . The local school authorities have about reached the limit of what they can requisition in the way of additional land and property taxes. Strong competition is developing between school boards and municipal councils, who are restricted to the same field of taxation.

There the minister stated the problem fairly. But immediately he rejected further government responsibility in the matter by declaring that "the provincial government is going the limit as far as existing revenues will permit." Then he added: "It is an utter impossibility to expect to meet financial requirements for education through the orthodox system of taxation and borrowing."

Such a shrugging off of obligation to do better will hardly be accepted by the people of Alberta, and certainly not by the people of the rural areas who are beginning to insist on equality of opportunity in education of their children. They will be satisfied with nothing less.

Only last month the ratepayers of Peace River School District sent a resolution to the Department of Education pointing out that in 1942-43 only \$61.50 per pupil was spent in rural schools compared with \$89.17 in city schools. The District received from the province an education grant of only 11 per cent of the total cost of operating Peace River schools.

The resolution then went pretty

well to the heart of the problem when it said that "as formulation of the curricula is the general provincial concern, so the financing of these operations should be of provincial origin."

The organization of half a dozen composite high schools in selected towns is planned this year by the Department, which will make special grants for the purpose. This is good, but again it only peeks at the rural educational problem. In rural schools, only one child in 10 reaches Grade IX. Those who enter Grade X do not do as well as do city high school pupils.

This is not because the rural children are less intelligent; it is because they have not had equal opportunities in rural schools.

When the government recognizes the validity of the proposition that property should be required to pay only for services that benefit property directly or indirectly and that persons

should pay for services that benefit people either as individuals or as a community, it will have taken a long step to equalization of educational opportunity in Alberta. It does not need to wait for its long-preached financial millennium. It could do it now.

It could make the School Districts, restricted to property taxation, responsible for school buildings and grounds and their up-keep, and with its wider sources of revenue it could make the province responsible for all operational costs.

The problem is complicated in Alberta, of course, by sectarianism. Obviously, funds raised by the province from non-sectarian sources would have to be distributed on a wholly non-sectarian basis. British Columbia and Manitoba have no such problem, as public education in those provinces is non-sectarian.

—*Edmonton Journal*,
March 21, 1945.

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List of Sources of Material for Home and School Meetings and Child Study Groups

The third of a series of articles prepared by

Dr. S. R. Laycock,

Western Vice-President, The Canadian Federation of Home and School.

37. Black, K., *Manners for Moderns*, Allyn & Bacon, Am. price 80 cents. The simplest book on manners for boys and girls.

38. Langer, W. C., *Psychology and Human Living*, D. Appleton-Century Co., 1943, Am. price \$1.50, The Ryerson Press Canadian agent. A thoughtful book to help adults to understand human needs.

39. Strain, F. B., *Sex Guidance in Family Life Education*, The Macmillan Co., New York, 1942, \$2.25. This is a new approach for those interested in sex education in schools.

40. Carroll, H. A., *Genius in the Making*, McGraw-Hill Co., New York, 1940, Am. price \$2.75. This is the most readable book for parents of gifted children.

41. McLean, Donald, *Knowing Yourself and Others—Mental Hygiene for Young People*, Henry Holt & Co., New York, 1938, \$2.25, Oxford Press, Toronto, Canadian agent. A psychologist talks frankly about popularity, love and security. Very easy reading.

42. Skinner, C. E., and Harriman, P. L., *Child Psychology*, The Macmillan Co., 1941, \$3.00 Am. price. This is one of the newer books on child psychology. It is not meant for beginners in this field. Useful for teachers and leaders of study groups.

43. Faegre, M. L., *Child Care and Training*, University of Minnesota Press, Minneapolis, 1937, \$2.00. A University of Minnesota study course for parents.

44. Fisher, D. C., *Our Young Folks*, Harcourt Brace & Co., New York, 1943, \$2.75. A plea for adequate education and opportunities for work

for our young people after the war.

45. Merry F. K., and Merry, R. V., *From Infancy to Adolescence*, Harper & Bros., 1940, Am. price \$2.25. A very readable introduction to child development.

46. Preston, Geo. H., *The Substance of Mental Health*, Farrar & Rinehart, New York, in Canada Clarke Irwin & Co., Toronto, Canadian price \$2.00. A very simply written book on building mental health in children.

47. Hurlock, Elizabeth B., *Modern Ways With Children*, McGraw-Hill Book Co., New York, 1943 (In Canada—The Embassy Book Co., 1182 King St. W., Toronto). U.S. Price \$2.75. A practical, non-technical book for parents, giving detailed information about eating and sleeping problems, good and bad habits, discipline and forms of play for different ages.

48. Miller, J. and Miller, M., *Parent-hood in a World at War*, The Pennsylvania State Congress of Parents and Teachers Harrisburg, Pa., price one dollar. A small, paper-bound book written at a very simple level. Excellent for use of study groups and individual parents.

49. Cole, Luella, *Attaining Maturity*, Farrar and Rinehart, 1944 (In Canada—Clarke Irwin & Co., Toronto). Can. price \$2.50. A very excellent and simply written book telling what it means to grow up intellectually, emotionally, socially and morally. Highly recommended.

50. Lerrigo, M. O., *Children Can Help Themselves*, The Macmillan Co., Toronto 1943, price \$2.25. Very useful for young parents. Describes what

a normal baby is like at one month, fourth month, eighth month, one year, and on up to eleven years of age.

51. Alschuler, R., *Two to Six*, New York, Wm. Morrow and Co., Revised Edition, 1937, price \$2.00. Suggestions for parents and teachers of young children.

52. H. G. Wyatt, *Crime in Canada and the War*—a small, paper-covered pamphlet in the series *Current Canadian Problems* published by Oxford University Press, Toronto, price—something less than \$1.00.

53. Ribble, Margaret A., *The Rights of Infants*, Columbia University Press, New York, \$1.75. A small book which shows that babies need not only physical care but "mothering" as well. Stressing the interrelation between physical and emotional growth, it outlines the various phases of development in early infancy and shows how training in physical habits can contribute to the enrichment of the child's emotional life.

54. Bowman, H. A., *Marriage for Moderns*, McGraw-Hill Book Co., New York 1942 (obtainable from Embassy Book Co., 1182 King St. W., Toronto), price about \$5.00. This book is meant to be a text in a marriage course for university undergraduates. It is not difficult reading and should be of use to older adolescents and adults.

55. Chittenden, Gertrude E., *Living With Children*, New York, The Macmillan Co., 1944 (obtainable for \$2.00 from The Macmillan Co. of Canada, Toronto). This book on child development was written for college students and for parents. It is written in a straightforward style and would be suitable for a child-study group. It deals with growth in childhood and adolescence, meeting the child's needs in the family, meeting the child's needs in the community, and reading materials about children and their families.

56. Bond, G. L., and Bond, E.,

Teaching the Child to Read, New York, The Macmillan Co., 1944 (obtainable from The Macmillan Co. of Canada, Toronto, for \$3.00). This is an excellent up-to-date book. While it is meant for primary grade teachers there are many parents who are ex-teachers who would like to know what's the latest in reading methods.

57. Van duzer, A. L., and others, *The Girl's Daily Life*, J. B. Lippincott Co., New York, 1944 (obtainable from Longmans, Green & Co., Toronto, for \$2.65.) This is an attractive book for girls in the senior high school. It deals with girl's problems, health and fitness, food selection and management, beauty in clothes and care of clothes, business behavior, care in spending, acceptable manners, marriage as a career, etc. It is a text in guidance classes for girls.

58. Brewer, J. M., and Landy, E., *Occupations Today*, Ginn & Co., New York, 1943. This is a high school text in Vocational Guidance. Its four parts deal with: Your Education and Your Work; Learning About Occupations; Choosing, Starting, Progressing; Co-operating for Success. Price \$1.64.

59. Perry, R. D., *Children Need Adults*, Harper and Bros., New York, 1943, American price \$1.75. Written by the Director of the Nursery School at Riverside Church (Dr. Fosdick's church), New York, it deals with such topics as the beginnings of discipline, the beginnings of routine, the beginnings of science, the beginnings of art, and the beginnings of religion. Only those with a liberal view of religion will be interested in the last chapter.

60. Ets, Marie Hall, *The Story of a Baby*, The Viking Press (in Canada The Macmillan Co., Toronto). Canadian price \$3.00. From "a life too small to be seen at all" this story follows and describes the growth of a baby through its many embryonic changes to birth and the baby's first

smile. The book is excellently illustrated. The language is simple. Suitable for reading by pre-adolescents. Could be read to slightly younger children. Highly recommended.

61. Aldrich, C. A., and Aldrich, M. M., *Babies Are Human Beings*, The Macmillan Co., 1943. This book is a sane, sympathetic and charmingly written book telling what a baby is like and how he develops. It stresses what the baby is trying to do himself and what a parent can do to help him develop.

62. Groves, E. R., *Conserving Marriage and the Family*, The Macmillan Co., 1944, Canadian price \$2.00. This little book is a realistic discussion of the divorce problem. It is a counselor's book addressed to those contemplating divorce and is meant to help such people to weigh all the pros and cons before taking such a drastic step. It would be useful to many married couples who are dissatisfied with their marriage but have never contemplated anything so drastic as divorce. It is written simply and in an intimate fashion.

63. Garrison, C. G., and Sheehy, E. D., *At Home With Children—The Guide to Pre School Play and Training*, New York, 1943, Henry Holt & Co. (in Canada Clarke, Irwin & Co., Toronto). American price \$2.50. Too often children don't know what to do with themselves and parents don't know what to do with their children. This book discusses places to play, things to play with and the methods of putting both to the most satisfactory use. In addition, suggestions are made as to the possible contribution of music, art, books and holidays to the child's development. The book is written in a direct and straightforward fashion and is recommended to any parent who is seriously concerned about helping her child to find development through play.

64. Bowley, Agatha H., *The Natur-*

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27651 Edmonton Jasper Ave.

al Development of the Child—A Guide for Parents, Teachers, Students and Others, Edinborough, Ian S. Livingston, 1943. (Obtainable in Canada from The Macmillan Co. at \$2.50). This is a small, simply written book from the pen of an English psychologist. It could be read by the average parent and gives a brief overview of development from early childhood through adolescence. Those who would like to see how an English psychologist approaches the problem of child development would enjoy this book.

65. Strain, Frances B., *Love at the Threshold—A book on social dating, romance and marriage*. Revised edition, New York, 1942, D. Appleton-Century Co., price in United States \$3.50. (Ryerson Press in Canada). This book, by the author of *New Patterns in Sex Teaching* and *Being Born*, is a sane, frank, practical and sympathetic discussion of the problems which face boys and girls in middle and later adolescence as well as older folk. The first section deals with problems of dating, going steady, entertaining at home, good manners, group activities, and the art of being an attractive and interesting person. The second section is devoted to romance and the different types of girls and men and their attitudes toward romance, the development of the love life and the discussion of petting and love making. The third section of the book is concerned with body mechanisms, biological fulfilment, marriage, home making, the birth of a baby, and and the sex education of children. Recommended to parents and to boys and girls in their later and middle teens. (To be Continued)

The LETTER BOX



Teachers and Democracy

Calgary, March 15, 1945.

Mr. Editor:

This is to enquire from whom it may concern whether we have done our whole duty when we have arranged for the teaching of democracy in theory and by practice in our schools. Is there not more owing our students by the responsible citizenship of Canada?

Our schools are organized to teach the democratic way of life. They give students access to facts on all sides of a question, and encourage them to examine these fearlessly and to make their own decisions, even on matters which may modify the structure of our society. Moreover, the schools try to give students a chance to practise, in class room and school activities, the democratic co-operation outlined in the curriculum.

The Alberta Course of Studies, particularly as it outlines the enterprise in elementary schools and the courses in Social Studies in the intermediate and high schools, is becoming famous across Canada because it does attempt to build citizenship of a high order. Our students do present different opinions, examine and discuss them without prejudice, and presently emerge as young voters capable of judging social and economic issues.

What assistance do we get, in this task of teaching democracy, from leaders in our public life today? Much, indeed, that is constructive and inspiring, but far too much, also, that is degrading, that is neither information nor argument, but crude dogmatic denunciation of the party or idea opposed. Some leaders boldly assert, without attempt at proof, that

if Canadian citizens decide to adopt certain economic policies, some vague horror or more definite Hitler dictatorship will surely result. Or, they insist that we should betray our democratic rights and neglect our responsibilities if we recognize the similar democratic rights of certain unpopular minorities. Do we, then, develop democracy for ourselves by denying it to others?

Our students know that governments derive "their just powers from the consent of the governed", and that when "the governed" wish to consider a new type of government, or a new economic setup, they have a right to discuss proposed changes in the clear light of all available facts and to adopt such changes as may seem good to them.

Should not educationists, without prejudice to any party, speak out against the efforts so obviously and frequently being made to confuse the issues for our voters? Scare and smear and name-calling are intended to appeal to passion rather than to intelligence. Can we, trying to train young people for citizenship, listen unmoved to denunciation and abuse which smother reason and so sabotages our best work?

It is time the public learned to look at affairs with the clear, unprejudiced eyes of the school boy, and to demand from public men more reason and less ranting. Critical days are ahead. Decisions of tremendous importance must be made. Let us tell the scare-mongers who inflame prejudice and foster sectionalism that we ask from them only the plain facts, and that we, the people, shall use our own judgments and make our own deci-

sions. In such fashion we, the people, will safeguard democracy in Canada.

Yours sincerely,
JENNIE ELLIOTT.

Special Fares With Respect to Summer Schools

Mr. A. West,
Bursar,
University of Alberta,
Edmonton, Alta.
Dear Sir:

Your letter of April 4th is acknowledged and I am pleased to advise that for the University of Alberta Summer School, July 9th to August 18th, tickets may be purchased good to travel between July 5th-11th and Standard Convention Certificates when properly completed and signed will be honored for return transportation at one-third of the regular fare up to and including August 22nd.

Yours truly,
ROY H. POWERS.
Secretary.

Ex-Service Personnel and Admission to University

Dear Mr. Barnett:

There appears to be some uncertainty and confusion in the minds of some ex-service personnel and also of some high school teachers as to what is required in order to obtain standing in matriculation subjects and admission to the University.

The University of Alberta requires that ex-service men and women attending regular high schools must take and pass the regular Grade XII Departmental Examinations in the subjects which such students may respectively need to complete their matriculation standing.

Any such student should, before beginning high school work, write to the Registrar of the University and secure approval of the proposed matriculation program.

Yours sincerely,
A. E. OTTEWELL,
Registrar.

BRITISH SYSTEM OF EDUCATION BASED ON THE HUMANITIES

George E. Sokolsky, in the *New York Sun*, says: When Winston Churchill stood before the British Parliament to challenge his countrymen to accept his policy or dismiss him, he represented not only a political party, but a system of education based upon the humanities. He stated his principles, including a magnificent definition of democracy which shames the current adolescent palaver concerning the common man, and having set the guide-stones of the course, he gave his countrymen the choice of going on without him. He did not threaten. He did not purge. He did not smear. He did not assassinate character. He called in neither the police nor the soldiers. He spoke only of

ideas, of procedures, of the evidence. He might have been lecturing a class on the battles of the Guelphs—it was as objective and impersonal as that.

It is the British system of education, based upon the humanities, which produces men like Churchill. The Germans deserted the humanities and developed into the most punctilious experts in the most minute fields and twice in a quarter of a century they have failed for all their skill and knowledge. The British for centuries have used broad-gauged philosophic types of men for leadership, men possessing as a rule, no technical skill in any particular field and somehow they have managed to dominate the thinking and processes of the world.

INDUSTRIAL ARTS

Edited by Lloyd N. Elliott, Calgary

I Have Organized a Class in Farm Mechanics

*By Christopher Flanagan,
Didsbury, Alberta*

This fall we found ourselves in the midst of an ideal setup for the teaching of Farm Mechanics. Our Grade X shop was composed of a dozen farm lads. An early survey of these boys' interests was made and in practically every case the answer was unanimously in favor of doing something that would increase their knowledge of improvements about their farms.

Getting away from the traditional shop procedure of making so many "projects" throughout the year, we decided to venture upon a few of the immediate and practical needs of these farm homes. It was then that a realization of the unlimited scope of such a program became apparent. They wished to know about electrification, water systems, disposal systems, construction, etc. We hope to satisfy some of these demands throughout the limited time given to shop and at the same time to familiarize them with the shop equipment at our disposal, in the making of projects selected by the boys themselves. This latter activity would be carried on in the shop on certain days when work conducted outside the shop was not being done.

It is our opinion that a multiplicity of opportunities lie without the school walls. From these sources practical first-hand experiences can be gained. No doubt the size of the shop will greatly influence the benefits to be derived, in fact might hamper them entirely if too large a class is under one instructor. The dozen (since augmented to fourteen) are oftentimes more

than a handful. However, we have ventured forth a few times and have some more trips planned for the future. If the activity selected is close to the school it is a great help.

A few blocks from the shop we were given the opportunity to gain some valuable experiences in connection with a water system. The boys were taken to the job and a survey made of the problems before the entire group. We then split up into groups and went to work. The necessary tools were brought along and all materials were ready beforehand. When the afternoon was over we had wired up a three-wire service entrance box, installed the meter, and made the line connections. At the same time a second group had installed a lead-cable connection to the water pump in the basement and to an inspection light mounted over the unit. From this, valuable experiences in proper grounding, types of conductors, soldering and taping of connections, etc., was gained. When the final line connection was made outside the house and the system was put in operation the boys were amply rewarded.

Another problem that would be mutually beneficial arose a few weeks later. We undertook to wire the skating rink the school uses when one of the local lodges made an offer to supply all the material required. This involved the installation of a complete three-wire service, the wiring up of rink buildings, and the installation of two-dozen outside lights. This knowledge of course has a direct carry-over in the wiring of farms for yard lights etc.

A few weeks ago another opportunity presented itself. A house neighbor

ing the school was up for a complete overhaul. The owner has arranged to have all materials on the job so that we may lay out a septic field for sewage disposal. We have also arranged to get some experience in concrete pouring by building the cement cellar that will house his deep well pumping mechanism. This will involve the making of forms for the walls in a small underground room about 5'x5' set down the necessary depth to house and protect the pump and motor. A city plumber is being brought in to install the inside fixtures when the water supply and the sewage connection are established. Similar experience can be gained in making the septic tank itself.

Other local opportunities within our immediate reach are also a source of sound experience. We made a thorough survey of our own school systems one afternoon and acquired much of practical value. The school heating plant, the coal stoker, the thermostat, the stoker relay, were completely new to the class. We made a similar survey of the water system. A few alterations in the location of water taps, as well as the extension of electric outlets in rigid conduit in the shop, gave valuable experience in pipe fitting. The boys cut and threaded all the pipes required. One of the boys brought his father along to see this set-up and he has since arranged for the convenience of automatically-regulated heat in his home on the farm.

The local opportunities are possibly the most practical in the town workshop, but a country trip is under consideration. The farmer concerned has agreed to transport us forth and back to a job that is the source of a lot of inquiry. Anticipating the coming of power in the near future, he wants his yard and barns lighted. Here is an excellent opportunity. (How convenient if we could only move some of these experiences into our school

shops.) This phase of work requires special consideration from the technical standpoint. No split knobs may be used, (all solid), no conduit is permitted, switches are of approved variety and must be located in proper places. The best way to learn this is in the laboratory of experience.

In the shop itself a number of conventional problems can be worked out. Some of the boys like to make up a fence charger from an old Model-T coil, some will select a woodworking project, some will select a farm need. One of the class here turned out his first woodworking project a few weeks ago, and the result was an excellent magazine rack. Another made up insect boxes and bee frames. One lad brought in a generator and is undertaking a small windcharger. The shop car provides numerous opportunities for engine work.

We like the potentialities of such a course and would like to see it pursued under the most favorable conditions. It looks like a course that could have practical value. Our aim is not to produce tradesmen or technicians. However we do hope to point out the pathway of greater possibilities to the rural students, and, at the same time, try to adapt these same things in many instances to the urban home. Out of it can come intelligent users of the forces available and now unharassed. Many of these conveniences are within easy grasp of the farmer and cost no more than some piece of equipment that will not afford him half the dividends in improved comfort and living.

University Summer School Courses in Industrial Arts

The summer school courses in Industrial Arts have been announced by the University of Alberta. Seven courses are being offered this summer in the shops of Western Canada High

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School, Calgary. Information regarding the courses is contained in the summer school bulletin which may be secured by writing to the Director of Summer School, Dr. H. E. Smith, Faculty of Education, University of Alberta, Edmonton. Shop teachers have been asking for years for university recognition of Industrial Arts courses of the summer school. Here it is. Let's register.

I. A. T. A. Executive Elected By Acclamation

The slate of officers presented by the nominating committee has been

declared elected by acclamation, since no further nominations were received from the members at large. The President, Neil Cameron, and his executive are deserving of the united support of all members of the I. A. T. A. They have given unsparingly of their time and energies during 1944 and, given the proper kind of help, they intend to press further towards the ultimate realization of all the objectives of this association.

And speaking of support, the response to the newsletter (and drive for membership) of last month has not been characteristic of the interest shown by our members in the past. How about those membership fees? Just neglect to send them in? Why not attend to this matter of dropping a 50c postal note into the mail today. Our organization depends on the weight of its membership for its strength and effectiveness.



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The MATH-SCI Corner

DR. A. J. COOK,
University of Alberta

J. T. CUYLER, B.A.,
Medicine Hat

Teachers are requested to forward questions on mathematics to Dr. A. J. Cook, University of Alberta, and to send questions pertaining to science to J. T. Cuyler, Alexandra High School, Medicine Hat. Other contributions to the column will be welcome. These may concern any stage of the school programme in mathematics and science—Elementary, Intermediate and High School. Send them to the editors as noted above.

Education and Morale

The report of the Canadian Youth Commission as it affects educational policy is being eagerly awaited. One comment we have heard about the submissions of young people is that there is an unconscious bias in the direction of things being wrong, without much realization of how things can be got to go right. Fundamentally the problem is one of morale building. The plain virtues are not so much old-fashioned as fundamental to a healthy civilization. We need as teachers to remind ourselves forcibly that peace is a state of mind as much as a sequence of political agreements. We need political agreements; international law must be built up; but these things require the backing of a widespread conviction that personal integrity is of greater consequence than any other thing in life.

Why do students fail in their studies? Let us admit that some of the failure is due to the material being beyond the mental ability of the pupil. This is not, however, an adequate explanation. More often than not the real problem is one of student-teacher morale. The fighting quality is poor

and as a consequence the student becomes indifferent or hostile to his studies.

As long as the student does not learn the lesson of morale building he remains fundamentally uneducated.

We believe that teachers of mathematics and science have a duty here which is fundamental to the nation's welfare.

We should welcome practical suggestions as to how to build the morale of students. The first step of course is building or re-building the morale of the teacher.

—(A. J. C.)

The Explanation of Electrolysis

By R. W. McCready, Dean,
Mount Royal College,
Calgary, Alberta

Our High School textbooks¹ explain the electrolysis of an aqueous solution of sodium chloride by stating that sodium is liberated at the cathode, but due to its activity, it combines with water forming hydrogen and sodium hydroxide.

The liberation of sodium at the cathode is doubtful. A careful consideration of ionic equilibria and electrode potentials reveals that hydrogen is directly liberated from water and that the sodium ion is never changed in the reaction.²

Sodium chloride ionizes into sodium ions and chloride ions. Water also ionizes slightly into hydrogen ions and hydroxyl ions. (The hydrogen ion concentration is 10^{-7} molar).

A relative idea of the voltage required to discharge various cations may be gained by examining the re-

placement series. The voltage required to discharge the ions of the metals in the series decreases as the series is descended.³ It can be seen that the hydrogen ion is discharged at a lower voltage than the sodium ion. Thus the hydrogen ion is discharged in preference to the sodium ion. As the hydrogen ions are discharged water ionizes more maintaining a continuous supply of hydrogen ion. As this is going on the concentration of hydroxyl ions increases because the chloride ion is discharged at the anode in preference to the hydroxyl ion.

The result of this mechanism is that sodium ions and hydroxyl ions accumulate in the solution while hydrogen and chlorine are liberated at the cathode and the anode respectively.

Sodium chloride + water = sodium hydroxide + hydrogen + chlorine.

The explanation given for the electrolysis of water in the Physics text⁴ should be examined carefully in connection with the liberation of oxygen at the anode.

"When a little sulfuric acid is added to some water, some of its molecules dissociate into ions."

It is shown that the hydrogen ions from sulfuric acid are discharged at the cathode liberating hydrogen but in explaining the liberation of oxygen at the anode the author of the textbook states: "The sulfate ions take hydrogen from the water that is present and forms sulfuric acid, thus keeping the supply of acid nearly constant. But when the sulfate ion abstracts hydrogen from water, oxygen gas is set free."

This statement is very hypothetical.

As stated before in this article water dissociates slightly into hydrogen ions and hydroxyl ions. The hydroxyl ion is discharged more easily than the sulfate ion. When the negative charge on the hydroxyl ion is removed the hydroxyl radical decomposes to water and oxygen.

In copper plating, an aqueous solution of copper sulfate is the electrolyte. The article to be plated is the cathode and the anode is copper.

Copper ions receive electrons at the cathode and are deposited as copper covering over the article. At the anode the copper atoms go into solution as copper ions. Thus the copper ion concentration is kept constant.

The electrolytic refining of copper may be explained in the same way. The explanation given in the Chemistry 2 textbook⁵ is rather hypothetical.

"The negative sulfate ions, under the influence of a direct current, travel to the anode, give up their extra electrons, and unite with the copper of the anode forming more copper sulfate."

It is the practice of most instructors to avoid such hypothetical statements. If a hypothesis appears attractive to the teacher, he should warn the student that it is a hypothesis and give it a critical treatment.

This article is not a complete discussion of electrolysis. Its purpose is to point out the doubtful points on the subject, as dealt with in our High School textbooks. In addition the following suggestions are made:

(1) The subject of electrolysis should be taught after the student has mastered the Theory of Ionization and the principles of the Replacement Series.

(2) A critical attitude towards all statements, whether they be in textbooks or elsewhere, should be developed in the student. Although a critical attitude is desirable, it cannot be developed without a sound knowledge of fundamental facts. There is a tendency for some teachers to minimize the importance of factual knowledge in favor of the "Scientific Method." One cannot separate the two, and it seems reasonable that the more fundamental knowledge a student

possesses, the better he will be able to apply the "Scientific Method."

References

- ¹Black and Conant, *New Practical Chemistry*, Macmillan, Toronto, 1937, p. 121.

Jaffe, *New World of Chemistry*,
Silver Burdett Co., New York, 1942,
p. 152.

²Maynard & Sneed, *General Inorganic Chemistry*, Van Nostrand, New York, 1942, p. 220.

⁵Hydrogen from water should be after iron in the replacement series instead of the usual position after lead, which represents hydrogen from dilute acids. See *Handbook of Chemistry and Physics*, 20th ed., Chemical Rubber Publishing Co. p. 904.

⁴Dull, *Modern Physics*, Clarke, Irwin, Toronto, 1943, p. 459.

⁵Jaffe, as above, p. 455.

The Conic Sections by Paper Folding

Miss G. Redd.

Picture Butte, Alberta

The following constructions are essentially those given by Yates in a recent issue of the *American Mathematics Monthly* and are presented with the hope that they may provide individual work for the good student in Grade XII analytical geometry.

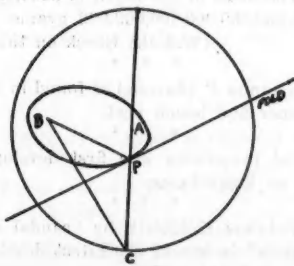


Fig. 1

I. The Ellipse

The construction and its proof is based upon the definition of the ellipse as the locus of all points, the sum of whose distances from two fixed points is a constant.

The Construction of the Ellipse

1. Cut out any circle, centre A and radius r.
2. Select any point B in the circle.
3. Fold into any position such that B coincides with the circle edge at C.
4. The intersection of the diameter through C with the crease fixes the point P.
5. The locus of all such points P is an ellipse with foci A and B.

Proof of Construction

It is sufficient to show that $AP + BP = \text{a constant}$.

The crease line bisects BC at right angles

Hence $BP=CP$

But $PA + PC = r$ (a constant)

Hence $PA + PB = r$

Therefore the locus of P is an ellipse with foci at A and B and with major axis of length equal to the radius of the circle.

II. The Hyperbola

The construction is shown in fig. 2, where B is any point selected outside the circle. The construction is carried through as in I and it is not difficult to show that $BP \cdot AP = r^2$ a constant, giving the branch of the

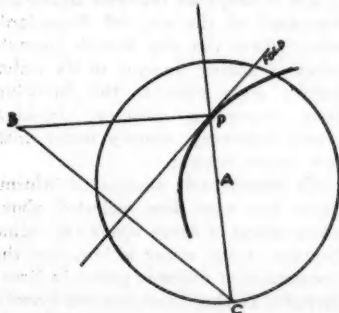


Fig. 2

hyperbola with focus at A, the other focus being at B, with transverse axis (2a) equal to the radius of the circle.

III. Special Cases

(1) When B is selected on the circumference of the circle, the locus of P is merely the point A, the centre of the circle.

(2) When B is chosen at the centre A of the circle, the locus of all points P is a circle of radius $\frac{1}{2}r$.

IV. The Parabola

1. Let L be any straight line, replacing the circle of I.
2. Proceed as before, folding the paper so that the point B coincides with the line at C.
3. The intersection of the crease with the perpendicular to the line L at C fixes the point P.
4. The locus of all points P is a parabola, focus B, and directrix L.

VI Remarks

The process of folding shows that the creases are tangent to the loci. Here are excellent exercises in analysis, to prove this algebraically from the figures. Also figures 1 and 2 show clearly the famous reflection properties of the ellipse and hyperbola. Thus the light from source at A in the ellipse is reflected from the ellipse into the focus at B.

Science News Item

The widespread interests in the experiment of the city of Brantford, Ont., where the city Health Department is adding fluorine to its water supply gives point to the following item regarding another drinking water deficiency, namely water with low iodine content.

"A considerable amount of information has now been collected about the position of areas where the iodine content of the water is low, and the occurrence of endemic goitre in Great Britain. During these clinical investigations on the distribution of thyroid

enlargement, the highest incidence of deaf-mutism was found in districts where endemic goitre is prevalent and cretinism exists." . . .

"We have records of endemic cretinism in certain Oxfordshire villages; in two instances two members of the same family. Goitre existed in other members of these families. Ten deaf-mutes from low-iodine areas in Oxfordshire were examined radiologically, four men and six women between 16 and 61 years. These people showed bone changes in the skull, but no consistent pattern. In some the deviations from the normal in the skeletal architecture was marked. The association of deaf-mutism with endemic goitre and cretinism in England supports clinical observations in other parts of the world.

"It is suggested that a biological factor such as a low amount of available iodine, if associated with inherited defect in iodine utilization, may contribute to the incidence of congenital deafness. For such families the provision of an additional source of iodine, such as iodized salt, is indicated."

(Murray & Wilson, Oxford; Quotations from *Nature*, Jan. 20, 1945, pp. 79-80).

Science Briefs

Bombs may be timed up to 1/120 of a second.

* * *

The mass of the earth is 6000,000,000,000,000,000,000,000 grams.

(W.A.R.: Check on this!)

* * *

Vitamin P (flavone) is found in red pepper and lemon peel.

* * *

Jet propulsion was first developed by an Englishman.

* * *

Painless childbirth by "caudal analgesia" is one of the latest developments of obstetrics.



Official Bulletin, Department of Education

No. 86

Re Chemistry 2

For examination purposes at the end of the present school year, the work of the Chemistry 2 course consists of the Laboratory work of Bulletin B and the following chapters of the textbook *New World of Chemistry*:—10, 13, 14, 16, 25, 26, 28, 30, 31, 32, 33, 35 and 36.

Re Changes in Gradings

The Confidential Reports are related to the guidance programme of the school, and should therefore be the concern of the whole staff. If the principal finds it necessary, or desirable, to change the gradings submitted by an instructor, he should do so only in consultation with that instructor or with the staff as a whole.

More Visual Aids Available

The following new films are available from the Division of Visual Instruction, Department of Extension, University of Alberta, and have been approved for screening in schools.

Sound

| Title | Subject | Optimum Grade Placement | Grade Spread |
|---------------------------------|--------------------|-------------------------------|-----------------|
| Dehydration (2 reels) | Home Economics | X | VII-XI |
| Heat (4 reels) | General Science | | |
| | Physics | XII | IX-XII |
| | Chemistry | XII | |
| News Parade of 1944 (1 reel) .. | Social Studies | IX | VII-XII |
| River, The (3 reels) | Social Studies | XII | XI-XII |
| Wing, Claw and Fang (1 reel) .. | Elementary Science | IV | II-VI |

Silent

| | | | |
|--|----------------|-----|----------|
| The Story of Asbestos (2 reels) .. | Social Studies | IX | VII-XII |
| | Chemistry | XII | |
| World's Most Useful Plant* (1 reel) | Social Living | V | III-VIII |
| | Social Studies | | |

*(N.B.: This is a National Film Society film and will be available only until July 31, 1945.)

The following films have little instructional value in the classroom but may be found useful for other purposes:

Sound

| | |
|--------------------------------|-------|
| 1. The Chimp's Adventure | I-VI |
| Kiko, The Kangaroo Series— | |
| 2. At the Bat | I-IX |
| 3. The Big Fight | I-IX |
| 4. Cleaned Out | I-XII |
| 5. Danger On Ice | I-XII |
| 6. Hail the King | I-XII |
| 7. Ostrich Troubles | I-XII |
| Puddy, The Pup Series— | |
| 8. Circus Capers | I-XII |
| 9. Dog Wanted | I-XII |
| 10. Down in the Deep | I-XII |
| 11. Puddy Picks a Bone | I-VI |

Silent

Silent films are available for Wing, Claw and Fang and for Numbers 1 to 11 inclusive with the exception of Number 5—Danger on Ice.

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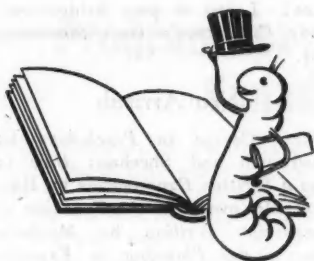
Educational Representatives for Victor Sales and Service

Division of Visual Instruction,

Department of Extension,

University of Alberta,

Edmonton



Books I Have Liked

By Dr. G. S. Lord,
Principal, Alberta Normal School,
Edmonton

Very interesting and instructive is Arthur Twomey's book, *Needle to the North*. Mr. Twomey comes from Camrose and received some of his inspiration for science from Mr. Frank Farley there. He is now Assistant Curator of the Carnegie Museum, Pittsburgh. He has been on scientific expeditions in the Antarctic and in the Arctic. *Needle to the North* is a narrative of his spring and summer on the Belcher Islands in Hudson's Bay. In our school enterprises and supplementary readers there is a strong tendency to make picturesque, even to idealize, the life of the Eskimos and the Indians. The book treats Indians and Eskimos as individuals and human beings and gives really interesting vignettes on their mode of life.

A good book to sustain a teacher's faith in education as a leaven to bring about profound social and political changes is *Anna and the King of Siam*. Anna Leonowen was tutor for the family of the feudal king of Siam in 1865. His son, when king, carried out her democratic ideas. She later came to Canada to live with her daughter. This was one of the books of the year, 1944.

Charles and Mary Beard's book, *Basic History of the United States*, does not deal so much with political

Turns with a BOOKWORM

history as with the social and economic factors that, along with the political developments, have given the nation its present characteristics.

A book along not dissimilar lines, dealing with Canada, is *Empire of the North*. It shows, for example, how elements of the feudal system were established in Quebec, when the intention was otherwise.

Someone remarked the other day, "So Ludwig has got around to *Mackenzie King*." The book is short and whether or not we agree with his recent political actions, is the biography of an eminent Canadian. The book does not portray Mr. King as a great man; rather it presents a man who has guided Canada carefully but firmly to complete self-government, brooking no interference from anyone.

Some years back the activity program and the progressive education movement brought out many books of a polemical character. Later thoughtful progressives began to consider just what they did believe. Washburne's *A Living Philosophy of Education* is a statement of the considered views of this early promoter of the noted Winnetka schools.

A very able book of this period is Rugg's *That Man May Understand*. Of all the educationists who have spoken here, Rugg to me is outstanding. The book is a very sane and consistent view of the purpose of teaching and learning social studies. And he doesn't pussyfoot learning.

Teachers who have graduated from the Normal School at Edmonton during the past few years will be familiar with Pressey's *Psychology and the New Education*. A revised edition has just been issued. The name is

the same as before. The authors are Pressey and Robinson. "The new edition presents (I) a dynamic, integrative concept of child development and learning, (II) a great stress on social development, (III) a reconstructed view regarding emotion with recognition of recent work on frustration, and the successful carrying through of motivation." This is a worth-while book.

A book written about six years ago is *Personality—A Psychological Interpretation* by Gordon W. Allport. This is a real study but at graduate level. It "attempts to depict and account for the manifest individuality of mind, not the generalized human mind of most psychologists." His central idea is "the autonomy of motives." This and his ideas on "traits" throw light on the infinitely varied forms of personal experience.

If you want to read a vigorous, forthright, hard-hitting book take Lord Van Sittart's *Lessons of My Life*. Lord Van Sittart doesn't like Germany and he does not leave you in the slightest doubt about what he thinks and why he thinks it. As a member of the British government when much of the history he writes about was being made, he was in a position to know much that is veiled or obscure to the rest of us." He thinks that we have been far more "concerned with justice for Germany than for all of the rest of our allies put together." Hard-hitting, he yet uses cultured language and expressions, never descending to the language of the street. Of Punch, he says he has always regarded Punch as 'a branch of our heavy industry!' He considers the New Statesman 'neither new nor statesmanlike!' Whether or not you go all out with him for a hard peace with Germany, you will enjoy the vigor of his style. You may like or you may hate the book but your reactions are not likely to be mild.

Why be inept at a rational

game? Learn to play Bridge well. Study *Culbertson's Own Summary*, 1944.

New Arrivals

First Course in Psychology by Woodworth and Sheehan; *How to Pass a Written Examination* by Harry C. McKown; *On the Teaching of Manuscript Writing* by Marjorie Wise; *Social Planning by Frontier Thinkers* by M. P. Andrews; *The Physical Sciences* by Eby, Waugh, Welch and Major Buckingham. From the Book-of-the-Month Club come the *Story of a Secret State* by Jan Karski and *Anything Can Happen* by George and Helen Papashvily.

Recent Gifts

An Introduction to Tests and Testing by M. V. Marshall, M.A., D.Ed., Head Department of Education, Acadian University. (The Ryerson Press) 95 pages \$1.50.

Canada in Transition by George E. Davidson, etc. (The Ryerson Press), 68 pages 50c.

Boys Are Worth It by Kenneth H. Rogers, M.A., Ph.D. (The Ryerson Press). 56 pages. 75c.

Allons Gai by George A. Klinck, M.A., B. Paed. (The Ryerson Press). 154 pages. 90c.

The English Apprentice by W. Kerr (Clarke, Irwin & Co.) 264 pages. 75c.

A Physics Workbook by C. Morton Shipley, M.A., and John R. Longard, M.Sc., 33 pages. 50c.

Vocational Education for a Changing World by F. Theodore Struck, Ph.D. (John Wiley and Sons, Inc.) This volume "presents Dr. Struck's philosophy of vocational education, as a guide for teachers, supervisors, principals, administrators, and laymen. It covers the whole field of vocational education of less-than-college-grade, giving basic fundamentals."

Program for the Promotion of Canadian Unity

The Secretary of the Department writes the A.T.A. office suggesting that we have given valuable assistance in the past by distributing lists of teachers and pupils in other Provinces who are anxious to correspond with teachers and pupils in Alberta. Mr. Swan correctly assumes that the A.T.A. past policy of encouraging the making of "pen pals" will be continued.

Lists of teachers and pupils are beginning to be received at the Department and will be made available through the Divisional Superintendents. The scheme is sponsored by the Canada and Newfoundland

Education Association, (C.N.E.A.), and adequate machinery has been developed to carry through the project. The Department of Education has on hand now plenty of information concerning teachers and pupils in other provinces who wish to correspond with teachers and pupils in Alberta.

It is hoped that teachers in Alberta will give this matter immediate attention and forward names and addresses of teachers and pupils who are disposed to participate by and through the Superintendent of their own division, through whom suitable forms may be obtained.

READING FRENCH for PLEASURE

Does your French book-shelf need some new and attractive titles that will catch the students' interest? We would suggest that you add a few of the following readers to your collection—all have proved their popularity in actual use.

ELEMENTARY

L'Aventure de Ted Bopp. By Marc Ceppi. A thrilling story about a boy's adventure in France, written in a witty and readable manner. 25c

Le Casque invisible. By Marc Ceppi. Humorous story of the adventures of a modern young man who finds the helmet of Perseus—which makes its wearer invisible. 25c

L'Inspecteur Hornleigh sur la piste. By Priwin and Schaerli. Eight episodes in the form of short plays. The dialogue conceals the clues to each mystery and students must read carefully. 45c

INTERMEDIATE

L'Annee francaise. By F. A. Hedgecock and R. Hughes. This popular story of French family life is widely used as a class reader. 65c

Les Loups entre eux. By Charles Robert Dumas. A spy story. 45c

L'As de la route. By Juliette Goublet. An exciting tale of bicycle racing in pre-war France. 40c

SENIOR

La Vie et les voyages du capitaine Cook. By Maurice Thierry 50c

Madame Curie. By Eve Curie. Edited for schools by Jean Matrat. 45c

Tovaritch. By Jacques Deval. A school edition of the popular stage play. \$1.55

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Letter from a student to his father:
 "Dear Dad: Gue\$\$ what I need
 mo\$t of all. That\$ right. \$end it
 along. Be\$t wi\$he\$."

Your \$on."

Reply from Dad to student:
 "N\$thing ever happens here. We
 all kNOW you like college. Write
 aN\$ther letter soon. ArN\$ld was
 asking about you. NOW we have to
 say goodbye.

The GoverN\$r."

* * *

Isadore Morris, a wealthy suit manufacturer, had a son, Louis, of whom he was extremely proud. Louis was handsome, intelligent, and well-educated but he spoke with an unmistakable accent. Determined to rectify this flaw at any cost, Mr. Morris took the boy to a Harvard professor famous for his work in the field of speech correction.

"Meester Professor," said Isadore, "I vant you should teech my Louie dot he should speak de English languich mitout de accent. Can you do it?"

"Positive, Mr. Morris. Leave your boy with me for a year and at the end of that time you will be amazed at the correctness of his enunciation, I am certain."

At the end of the stipulated time, Mr. Morris journeyed to Harvard.

"Vell, professor," he said, "how is my Louie doink?"

The professor smiled proudly and said, "Meester Mawruss, Louie is de smottest boy in de hull cless."

* * *

"Is that a Jersey cow over there?"

"Couldn't tell you. I wasn't able to see its license."

* * *

Devil: "What are you laughing at?"

Imp: "Oh, I just had a woman locked up in a room with a thousand hats and no mirrors."

We like the story about the woman who wrote in from a lonely western rural spot. She wrote:

"My sister and I ain't really lonely out here. We got each other to speak to. But we need another woman to talk about."

* * *

The war was over. Hitler's death finished it. And the corporal who had helped to lay the body underground was describing the scene.

"The Germans put the coffin down 25 times," he said.

"Twenty-five times?" echoed his listeners. What for?"

"Encores," replied the corporal.

* * *

Epitaph on the tombstone of a bartender: "This one is on me."

* * *

Anyone can play bridge, but it takes a cannibal to throw up a hand.

* * *

Epitaph for Hitler's tombstone:

"This is positively my last territorial demand on this planet."

* * *

You kissed and told,

But that's all right—

The man you told,

Called up last night.

* * *

It was midnight. Two ghosts were alone in a deserted house when suddenly they heard a noise in the next room. One of the whosts, trembling, turned to the other and queried: "Do you believe in people?"

* * *

Asylum inmate: "Why are we here?"

Another inmate: "Because we're not all there."

He was so short than when he felt ill he didn't know whether he had a headache or corns.

* * *

Stranger: "Lost, my boy? Why didn't you hang onto your mother's skirt?"

Billy (sniffing): "I tried to, but I couldn't reach it."

* * *

A tommyhawk is what if you go to sleep suddenly and wake without hair, there is an Indian with.

* * *

Old Indian (to tourist): "I am Brave Eagle, this is my son, Fighting Hawk and this is my grandson, Low Wing Bomber."

* * *

The davenport held the twain,
Fair damsel and her ardent swain,
He and she.

But a step upon the stairs—
Father finds them sitting there,
He and she.

* * *

A sanitorium is the place where people who are run down usually wind up

* * *

Jack Haley's comment on the draft:
"If you can see lightning, hear thunder, and have two teeth, you're in."

* * *

Policeman: "How did you get up that tree?"

Tramp: "Ain't you got no sense? I sat on it when it was an acorn."

* * *

Finding a diamond in the rough is as nothing compared with finding a good, pre-war golf ball there.

* * *

Jack had money; Jill had nil.
Jill married Jack, so Jack had Jill.
Jill went to Reno; now she's back.
Jack has nothing, but Jill has jack.

April, 1945

Old Enough

It was long after midnight. The author looked haggard and worn. He had been working on his novel.

"Darling," called his wife, "are you coming to bed?"

"No," muttered the author. "I've got the pretty girl in the clutches of the villain and I want to get her out."

"How old is the girl?" asked the wife.

"Twenty-two," informed the writer.

"Then put out the lights and come to bed," snapped the wife. "She's old enough to take care of herself."

* * *

Victim: "Hey, that wasn't the tooth I wanted pulled."

Dentist: "Calm yourself, I'm coming to it!"

She: "My husband is in the Navy."

He: "So your anchor's aweigh, eh?"

* * *

Starkle, starkle little twink,
Who the heck you are, I think.
Up above the high so sky.
Starkle? Twink?

* * *

Clerk in a bookstore to skittish lady: "It's not dirty, it's earthy, which is a very different thing."

* * *

Dinner Guest: "Will you pass the nuts, professor?"

Professor (absent-mindedly): "Yes, I suppose so, but I really should flunk them."

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Local News

TO SECRETARIES AND PRESS CORRESPONDENTS NOT HEARD FROM:

Please let us have the names and addresses of your Local and Sub-local officers, noting which of these has custody of your official charter or certificate.

For publication in any issue of the Magazine, press reports should be received by A.T.A. office not later than the 20th of the preceding month. Please limit length of items to 75-100 words.

ANDREW

A meeting of the Andrew Sub-local was held March 9th at Andrew School with Mr. J. Huculak presiding. Twenty-six members were present. Following the reading and adoption of minutes a discussion was raised as to the Health Competition sponsored by the Lamont Health Division. Mr. K. Krywaniuk was elected at delegate to attend the A. T. A. convention. After the meeting a very delicious lunch was served by Mrs. Krywaniuk and Mrs. Popalskiy. The next meeting will be held April 20th, at Snytn School.

ATHABASCA

The March meeting of the Athabasca Sub-local took place in the Athabasca School, March 3rd. The Colinton Sub-local were guests. Mr. W. E. Hodgson, the Superintendent, was present. He gave an address on the Art of Questioning and the Valuation of the Social Studies Period. This was followed by the showing of two films. A dainty lunch was served by Miss Jamieson, Mrs. Bryan and Mrs. Kirkwood.

BASHAW

The regular meeting of the Bashaw Sub-local was held in the Bashaw High School on Saturday, March 17th at 3 o'clock, with ten members present. The resolutions for the A.G.M. were discussed and a delegate selected. At the close of the meeting a tasty lunch was served by Miss Watts and Mr. Myers. The next meeting will be held on April 23rd in Bashaw School. Hostesses will be Mrs. Lund, Mrs. Morgan and Miss Simpson.

BEAVERLODGE

A meeting of the Beaverlodge Sub-local was held at the McNaught home on February 3rd. The Musical Festival and the proposed plan for larger high school centers were discussed. A motion was made that the Secretary write to tell the A.T.A. that the Beaverlodge Sub-local was operating as Beaverlodge-Elmworth, under the Sub-local certificate No. 45. (Beaverlodge-Hythe.) Mrs. Perry and Miss Challenger were in charge of an interesting program on the pronunciation of words. After the meet-

ing a delicious lunch was served by Miss B. McNaught and Miss M. McNaught.

A meeting of the Beaverlodge Sub-local was held in the Beaverlodge School on February 16th. The Beaverlodge School Festival was discussed. Mr. Lyne was appointed as the delegate to the A.T.A. Convention.

BENALTO-ECKVILLE

A meeting of the Benalto-Eckville Sub-local was held in the Eckville School on March 12th, at 8 p. m., with 12 members present. Further plans were made for the School Festival to be held on May 4th. A discussion was also held regarding the spring track meets. The next meeting is to be held at Benalto on April 10th. Lunch was served after the meeting.

BOW ISLAND

The first meeting of the Bow Island Sub-local was held at Bow Island High School, Bow Island, February 9th, 1945. The following officers were elected: President, Mr. R. McIntosh; Vice-President, Miss F. Milne; Secretary-Treasurer, Mr. Litt; Press Correspondent, Miss E. I. Phay. There were thirteen members present, including Mr. T. C. Byrne, School Superintendent of the Foremost School Division. Mr. D. C. Pickard, Principal of the Bow Island School, acted as Chairman of a discussion of the new Child Record Cards, compiled under the guidance and supervision of Mr. T. C. Byrne. It was agreed that a Musical Festival be held later in the term. The program executive was selected which consists of Mr. R. McIntosh, Miss N. Kreutz, Mr. W. Knill and Mrs. Magnuson. At the conclusion of the meeting lunch was served in the Home Economic room by Miss L. Metherall and Miss E. I. Phay.

The Bow Island Sub-local met at 5.00 o'clock p. m., Thursday, March 8th, 1945, in the Home Economics room for the purpose of choosing a delegate to attend the A.G.M. in Edmonton, April 2nd, 3rd and 4th. Miss L. Metherall nominated Miss N. Kreutz as a delegate. All members were in favor of the nomination. Mr. D. Pickard adjourned the meeting. A delicious lunch was served by Miss F. Milne.

BYEMOOR-ENDIANG

The organization of the Byemoor-Endiang Local took place in the Endiang School on November 9th. The following officers were elected: President, Miss O. Adsett; Vice-President, Mrs. M. Keith; Secretary-Treasurer, Mrs. I. Tolliver; Councillor, Mrs. M. Kenny. It was decided that each member was to be responsible for the entertainment of one meeting. Miss M. Groat gave a very interesting outline of an enterprise on "coal." The members then went to the hotel where a delightful lunch was served by Mrs. G. Richardson.

The December meeting of the Byemoor-Endiang Local was held in Byemoor at the teacherage. A discussion was held on the possibility of locating a projector. Miss F. Patterson was elected correspondent. After the business meeting Miss E. Knowles gave a very interesting display on hand-made articles, suitable for Xmas presents. A delicious lunch was served by the Byemoor teachers.

The January meeting of the Byemoor-Endiang Local was held in the Endiang School. Further discussion was held on the projectors. The possibility of a track

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meet was discussed. Mrs. M. Kenny gave a talk on Child Behavior, and how teachers can develop a sense of citizenship in a child. The teachers went to the cafe for lunch.

CALMAR

The Calmar Sub-local of the A.T.A. held its regular monthly meeting on March 6th at the Calmar High School. After the reading of the minutes, Mr. Westlund, our District Councillor, gave a report, following which Mr. Fors discussed a new salary schedule. Mr. Pyrez then gave a most interesting and helpful talk on "The Teaching of English."

CAMROSE

The February meeting of the Camrose Sub-local of the A.T.A. was held in the Alice Hotel, Saturday, February 3rd. At this meeting the discussion and work on Remedial Reading and Testing was continued. The Divisional Salary Schedule was also discussed.

The March meeting took place on March 3rd. Mr. C. H. Robinson, Superintendent of Schools, addressed the teachers on teacher certification. Mr. Robinson has been for some time a member of the Board of Teacher Education and Certification and gave much information on the new setup whereby teacher training is to be under the University of Alberta. He explained the present Normal School Courses which are planned to speed up teacher training during wartime.

CASTOR

The Castor A.T.A. Sub-local held a meeting in the Castor School on Saturday, March 24th. The meeting was taken up principally with the discussion of the resolution to be considered at the Easter Convention.

CLOVER BAR

The Clover Bar Local Executive held its monthly meeting in the Masonic Temple on March 17th at 10 o'clock. There were 12 present. Minutes and correspondence read. Mr. Baker was nominated as a candidate for Geographic Representative for Clover Bar Division. Mr. Lucavitsky gave his report after having met the board. The Sub-local Councillors gave their reports. The

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delegates for the A.G.M. Convention are: Miss Renaud, Mrs. Coutt, Messrs. Fry, Fors and Pyrez. Resolutions for the convention were discussed. Meeting adjourned at 1 o'clock.

CLYDE

The third meeting of the Clyde Sub-local was held on February 14th in Room 1 at Clyde with six members present. The meeting was called to order by the President, Mr. Dane. A very enlightening report from the Pembina Executive meeting was given by Mrs. Pilkington. Miss Willan spoke fully on the retirement fund and its requirements. Both reports were fully discussed. Following the adjournment a lovely lunch was served by Mrs. Pilkington and Mrs. Nepstad.

The fourth monthly meeting of the Clyde Sub-local was held on March 14th in the Clyde School with a full attendance. The President brought before the group the recently received hectographed sheets regarding the forthcoming election. The matter was fully discussed. The Easter convention was also discussed and Miss Willan was suggested to serve as a delegate. To conclude a most successful evening Miss Wingrove and Miss Willan served a most delicious lunch.

COLINTON

The March meeting of the Colinton Sub-local was held in Colinton School on March 10th with six members and Mr. Hodgson present. The purchase of the projector by the Sub-local was discussed. The secretary was instructed to contact the teachers in this regard. A committee to take charge of the projector was chosen. Those selected were Mr. A. Nimko, Mr. M. Fertig and Mrs. E. Day, the latter to act as secretary. A discussion on Central Library and Central Track Meet followed. Mrs. E. Day was chosen as delegate to the Easter convention.

EDBERG-MEETING CREEK

The Edberg-Meeting Creek Sub-local met at the home of Miss P. Lien, Edberg, on February 7th. There was a large turnout and several guests were present. Games and contests presented by the program committee were enjoyed by all. Miss Lien

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was chosen to represent this Local at the meeting held in Camrose. Nominations were made for President, Vice-President and Geographic Representative. Other items of business were discussed and lunch was enjoyed by everyone at the close of the meeting.

ELK POINT

The March meeting of the Elk Point Sub-local was held in the Elk Point Intermediate Room on March 3rd, with ten members present. The festival and field day were discussed. Program Committee for the Festival, May 23rd, are: Mrs. N. B. Sumpton, Mrs. L. J. Van Arnan and Miss E. J. Cheshire, Mr. G. H. Shapka, Mr. K. E. Beattie, Mr. J. V. Jacobson, Miss S. J. Cheshire were appointed to act as the Program Committee for field day.

EVANSBURG-WILDWOOD

A very successful meeting of the Evansburg-Wildwood Local of the A.T.A. was held on February 10th at the home of Mr. R. Stonehawker. We were fortunate to have Mr. C. R. Ford with us, who gave an interesting talk on Mental Hygiene. There was a discussion on the bulletin being sent out every month by the Divisional Office, and contributions will be welcome. At the close of the meeting Mrs. Stonehawker, the hostess, served a delicious lunch.

FAUST-KINUSO

A meeting of the Faust-Kinuso Sub-local was held at the home of Mrs. Hadley in Kinuso on March 10th. With schools in this district now in Slave Lake School Division, the meeting was held to form Salary Schedule Negotiating Committee. Teachers from all districts were present. The following were appointed to the Negotiating Committee: Mrs. E. Hadley, Kinuso; Miss Mary Kyle, Canyon Creek; and Mrs. C. Bannister, Faust. Mrs. C. Bannister was chosen as the delegate to the Easter Convention. Lunch was served by Miss Johnson and Mrs. Hadley, and the remainder of the evening was spent in playing badminton. Also present at the A.T.A. meeting were three District Nurses, and one ex-teacher from Manitoba.

FORESTBURG

The Forestburg Sub-local met at the Forestburg School on Saturday, March 10th, with eight members present. Our Councillor, Mr. Weller, gave an account of the last meeting of the Local and of the progress

of salary schedule negotiations, both reports being unanimously approved. A discussion took place regarding the appointment of delegates to the A.G.M. Since copies of the resolutions to be considered at the A.G.M. had not been received, it was not possible to let the delegate nominees know the opinions of those present in this respect. The new setup for Summer School was also discussed. At the close the ladies of the Forestburg staff served a tasty lunch.

GLENDON

The March meeting of the Glendon Sub-local was held at the home of Mrs. Shandro. The main topics of discussion were the Festival, Dick Test and the Seed Club meeting. Our Councillor, Mr. W. N. Selezinka, gave his report on the Local meeting at Bonnyville. After the meeting a very delicious lunch was served by Mrs. Shandro.

GRASSWOLD

Eleven teachers were present at the meeting of the Grasswold Sub-local held in Rockyford on March 8th. Mr. Norman Bragg, the President, outlined briefly the context of a discussion on "The Attainments of Grades Three, Six, and Nine" to be the topic for the next meeting. Miss Millar was chosen as delegate to attend the Easter Convention. Lunch served by Mrs. McLean and Miss Millar was enjoyed by all.

HOLDEN

The Executive of the Holden Local held a meeting in the Holden Divisional Office on March 22nd to discuss salary schedule and resolutions for the coming Easter Convention. The President, Mr. L. Olson, was in the chair, assisted by Mr. J. R. Hough, Secretary-Treasurer. The other members of the Executive present were: Mr. Brushett, Mr. Richardson, Mr. Hardy, Mr. Ross, Miss Lyons, Miss Rosen, Mrs. Pielcia, Mr. McDonald and Mr. Elliott.

KATHRYN

On Saturday afternoon, February 17th, the Kathryn Sub-local held a meeting in the Carlton Hotel, Calgary. A motion was passed that the Sub-local send in a resolution to the Local stating that the opening of school next fall be left until October 1st, during the war. Mr. Ward gave a timely talk on the Proposed Teacher Training Scheme, which proved most interesting and beneficial to those present.

KITSCOTY-ISLAY

On Saturday afternoon, March 10th, the members of the Kitscoty-Islay A.T.A. Sub-local met at Kitscoty at the Intermediate Room. Final plans were made for the Spring Festival to be held on Friday, May 11th. Miss K. MacNab and Mr. H. White were appointed to arrange for adjudicators. Mr. White was voted the usual grant of \$15 to cover his expenses as a delegate to the A.G.M. The next meeting will be at Kitscoty, Saturday, April 14th, at 2 o'clock.

MACLEOD

On Saturday, February 24th, the Macleod Sub-local held a meeting in the Macleod School with twenty-four members present. Mr. Korek, Inspector for the Macleod Division, was guest speaker. He gave some valuable suggestions from the magazine, The Instructor, and then led in a discussion on the topics of spelling, reading and community economics. It was decided to have a track meet this year. The date for the next meeting was set for April 27th. Refreshments were served by Miss A. Stevens and Miss I. Stewart.

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MARWAYNE-STREAMTOWN

The Marwayne-Streamtown Sub-local held a meeting in Marwayne Saturday, March 17th. May 11th was chosen as the date for the Music and Drama Festival. The members chose the adjudicators, the selections and attended to other business in connection with the festival. It was decided that this Sub-local meet every second Saturday in every month at Streamtown and Marwayne alternately, the next meeting being at Streamtown.

ONOWAY

The Onaway Sub-local held its February meeting in the High School at Onoway on February 24th, with eight members present. The Vice-President, Mrs. Lambert, occupied the chair, in the absence of the President. After a short business meeting our Supervisor, Mr. McKay, of Sanguo, gave a very interesting and informative discussion on the Teaching of Primary Reading. This should be of great practical benefit to all those who were present. The meeting expressed its intention to have another address from Mr. McKay as soon as it can be arranged.

PEMBINA

The Executive of the Pembina Local of the A.T.A. met in the hotel in Westlock on Saturday, March 17th, 1945. Delegates to the Annual General Meeting were chosen as follows: Mr. A. R. Patrick, Westlock, Mr. L. Berger, Fibroch, Mrs. Oestrick, Barrhead, Miss Jean Willan, Clyde, Mrs. A. Parton, Westlock. Mr. A. R. Patrick reported on the meeting of teachers and trustees of Zone I, held in Edmonton on Wednesday, March 7th, 1945. Salary schedules were discussed. Mr. Daschnuk, sports convener, reported on the plans for local track meets and for a central track meet in the Pembina School Division. Some time was spent considering the mimeographed list of sixty-seven resolutions submitted by teachers for the A.G.M. Mr. Leo Kunelius, local Inspector of Schools, spoke for a few minutes to the group.

WESTLOCK

On Friday, February 10th, the third meeting of the Westlock Sub-local A. T. A. was held in the Westlock School, nine members present. Plans for enlivening the meetings were discussed, in the expectation that more interest would be shown if a more vital program were carried out.

RIMBEY

The regular meeting of the Rimbeys Sub-local was held in the school February 10th, with fourteen teachers in attendance. A most interesting paper was given by Mr. W. J. Morris of Bluffton on the subject of Audio-Visual Instruction. Mr. Morris stated that the great achievement in war training by visual methods has attracted widespread attention among both educators and laymen. Startling results have been achieved in the teaching of foreign languages, fire control, first-aid, ballistics, navigation, mathematics, physics, etc. Psychologists are agreed that most of our learning comes through the eyes, and in the Army, charts, diagrams, movies, strip films, sand tables, and cut-away models are used extensively. It is claimed that more can be learned about the complex subject of fire control from a fifteen-minute film than from a two-hour lecture. Phonograph records are used in the teaching of foreign languages. The film strip is used in treating subjects which demand detailed study and supplementary discussion in their presentation. Each frame

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is individually planned with explanatory captions and labels, and each sequence is planned so that it develops logically the lesson to be taught. In future, horrors of war may be constantly kept vivid by the showing of reels to school children, depicting war casualties coming up the gangways to hospital ships, some walking, some in litters, but all ominously silent. The Army has had certain advantages over the schools, viz: unlimited financial resources, relative maturity in students, utmost incentive (life or death results), and condensed curriculum. In spite of these, the military example has stimulated thinking among millions along visual lines. The University of Chicago has established a Centre for Research on Audio-Visual Instructional Materials to gather opinions, make investigations, and organise research projects along these lines. The Department of Education, Edmonton, has also established an Audio-Visual Branch. Lunch was served at the close of the meeting by the joint hostesses, Mrs. Morris and Mrs. Wylie.

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SPRUCE GROVE-STONY PLAIN

The Spruce Grove-Stony Plain Sub-local held its second meeting of the year on March 1st at 8 p. m. in Stony Plain High School with eleven teachers in attendance. In the absence of Mr. H. Cork, Miss R. Hilderbrant, Vice-President, acted as President. Mrs. D. Thomson gave a report on salary negotiations. Mr. Glen Carmichael gave the teachers the substance of Dr. Willoughby's speech. A short discussion on a Track Meet took place. The modern methods of teaching were also discussed. Normalites seemed to follow the methods their own teachers used in teaching rather than the methods taught at Normal. The normalites thought they had too little training at Normal.

STONY PLAIN

The Executive of the Stony Plain Local met in the A.T.A. Library with Harold Anderson, Secretary, Glen Carmichael, President, and Councillors, Miss A. MacMillan and Mrs. D. Thomson, present. The meeting dealt largely with immediate teacher problems. A negotiating committee consisting of G. Carmichael, H. Anderson and Mr. Eichenlaub was instructed to ask the divisional board for a minimum salary of \$1200 per annum. Mr. Carmichael was also instructed to interview Mrs. Woods, M.P. concerning provincial aid for educational purposes.

SWALWELL

The regular meeting of the Swalwell Sub-local A.T.A. was held in the Swalwell High School on Thursday, March 15th, with nine members in attendance. The following the meeting and theatre party the business part of the meeting was devoted to discussing matters pertaining to the A.G.M. Mrs. Irene Cummins then gave a lecture on her work in a ship-building yard in Victoria during the past summer. Lunch was served in the Home Economics room.

THREE HILLS-TROCHU

The Three Hills-Trochu Sub-local held their meeting at Three Hills, March 14th, at 8.00 p. m. Twelve members were present. The greater part of the evening was spent in discussing the resolutions to be

brought up at the Easter Convention. Mr. Mealing of Trochu was chosen as delegate to go to the Easter Convention in Edmonton. The next meeting is to be held May 9th at Trochu. The staff of the Three Hills school served lunch in the Home Economics room.

VIKING-KINSELLA

Members of the Viking-Kinsella Sub-local of the A.T.A. have held their regular monthly meetings in the Viking High School with a fair attendance each time. It was a pleasure to meet and hear a talk by Mr. Reeves, Superintendent, when the Sub-local met on March 19th. He discussed the reading and enterprise problems, which he had observed within the division and pointed out his effort to establish a more effective reading and library system. Fol-group re-assembled in the Home Economics room where a delicious lunch was served. Although we have anxiously anticipated the presence of our former Superintendent, Mr. McLean, it is our sincerest regret to realize his loss. Through his faithful, co-operative effort Mr. McLean successfully promoted much pleasure for the pupils and teachers in many vital fields of education.

WEMBLEY

A reorganization meeting of the Wembley Sub-local was held on November 3rd. The following officers were elected: President, Mr. W. Rigby; Vice-President, Mrs. M. Thornton; Secretary-Treasurer, Miss H. McNab; Councillor, Mr. C. E. Cavett. It was decided to hold meetings the second Saturday of every month.

Meetings have been held every month. The main topic of discussion has been the purchase of a projector and the means of enabling the rural children to benefit from it. Individual teacher's problems have been discussed at each meeting also.

On March 10th, our fifth meeting was held in Wembley school. Seven members were present. Mr. C. Cavett was chosen as delegate to the Easter Convention. There was a short discussion of problems arising from the musical festival.

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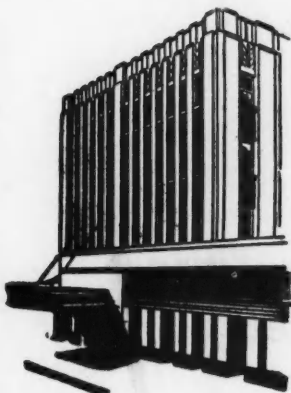
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